Ontario Student Achievement

English-Language Students

EQAO's Provincial Secondary School Report: Results of the Grade 9 Assessment of Mathematics and the Ontario Secondary School Literacy Test, 2010–2011

Web Version

Education Quality and Accountability Office

EQAO

Working together to improve student learning

The Education Quality and Accountability Office (EQAO) is dedicated to working with the education community and to enhancing the quality and accountability of the education system in Ontario. This is achieved through student assessments that produce objective, reliable and relevant information, and through the timely public release of this information along with recommendations for system improvement.

Values

EQAO values giving all students the opportunity to reach their highest possible level of achievement.

EQAO values its role as a service to educators, parents, students, government and the public in support of teaching and learning in the classroom.

EQAO values credible evidence that informs professional practice and focuses attention on interventions that improve student success.

EQAO values research that informs large-scale assessment and classroom practice.

EQAO values the dedication and expertise of Ontario's educators and their involvement in all aspects of the assessment process and the positive difference their efforts make in student outcomes.

EQAO values the delivery of its programs and services with equivalent quality in both English and French.

Ontario Student Achievement

EQAO's Provincial Secondary School Report:

Results of the Grade 9 Assessment of Mathematics and the Ontario Secondary School Literacy Test, 2010–2011

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Web Version

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MESSAGE FROM THE CHAIR

Brian L. Desbiens
Chair, Board of Directors

It is said that the quality of education one receives throughout one's lifetime is a reflection of the society in which one lives. This means that the educational well-being of the next generation depends on us, not only as educators and parents, but ultimately as members of this society. It is our duty to ensure that young people are getting the best of what 21st-century learning has to offer and that every student is given the resources needed to develop his or her fundamental skills in reading, writing and mathematics.

This is why EQAO is not just about testing, but about supporting an educational system in which students are given every opportunity to reach their full potential. This agency's contribution is both in providing data, which help identify where changes need to be made, and in providing information and resources to use these data to improve student learning.

For example, EQAO supports the public education system through our tracking of student achievement across multiple provincial assessments. Again this year, EQAO tracked students' math achievement from Grade 3 to Grade 6 to Grade 9. New is our tracking of students' literacy achievement from Grade 3 to Grade 6 to Grade 10. By looking at progress from the Grade 3 assessment all the way to the Ontario Secondary School Literacy Test (OSSLT), we can see that early success is a strong indicator of success at the secondary school level. Students who meet the provincial standard early are well positioned to maintain a high level of achievement, while students who do not meet the provincial standard early are not as well positioned for future success. This tracking analysis reinforces the need to provide personalized interventions for students who require extra support—particularly for those who are not meeting the curriculum expectations in their early secondary school years.

Another way in which EQAO is supporting the public education system is by examining the links between students' performances on the Grade 9 Assessment of Mathematics and OSSLT and the 21st-century skills that they need to develop during school in order to participate effectively and successfully in the world and workplace of the 21st century. We reported last year on the strong links we found through this examination, particularly in the categories of numeracy, communication, and critical thinking and problem solving. In this year's report, we are pleased to update this information. We have also added a fourth skill category: personal management (attitudes and behaviours).

Using EQAO data to track student progress, parents and educators can add to their knowledge of students and work toward giving them the support they need to achieve the curriculum expectations. The information provided in this year's secondary school report paints a portrait of student learning in Ontario. We trust that it will continue to drive the discussions needed for continuous improvement in our publicly funded school system for the benefit of all of Ontario's students and society at large.

I am proud of the work EQAO is doing in providing reliable and objective data to those in the education community, to parents and to the public, and of EQAO's continuous growth as a leader in the area of large-scale assessments. By working together, we can secure the educational well-being and success of the next generation and ensure that it is truly a reflection of the modern society in which we live.

Brian L. Desbiens
Chair, Board of Directors

MESSAGE FROM THE CEO

On behalf of EQAO, I am pleased to present the results of the 2010–2011 Grade 9 Assessment of Mathematics and Ontario Secondary School Literacy Test (OSSLT).

Marguerite Jackson
Chief Executive Officer

This year's results show that a very large percentage of Ontario's secondary school students continue to satisfy the literacy expectations in *The Ontario Curriculum*. Eighty-three percent of students were successful on this year's OSSLT, maintaining the kinds of achievement rates seen over the last five years.

This year's results also show that students in the Grade 9 academic math course have continued to make consistent and significant gains. Over the past five years, the percentage of students in that course who have achieved the provincial standard or above rose from 71% to 83%. In the applied math course, a larger percentage of students than ever are now also meeting the standard—although the majority of students in that course are still not achieving it. The percentage of students in the applied course who were at or above the standard rose from 35% to 42% over the past five years.

Ontario's province-wide tests provide a valuable measure of how well students are meeting the reading, writing and mathematics expectations as defined in *The Ontario Curriculum* and an indication of which areas need greater attention. It is clear from the high level of achievement in literacy and in the academic math course how much can be accomplished through focused attention and intervention. Attention must now be focused on improving math achievement in the applied course.

Tracking student progress through multiple provincial assessments, which EQAO can now do in mathematics from Grade 3 to Grade 6 to Grade 9 and in reading and writing from Grade 3 to Grade 6 to Grade 10, has added a significant new dimension to the agency's reporting of results. This longitudinal tracking reveals important patterns of achievement that should serve as a call to action for the education system. Our tracking analysis shows a clear link between success in elementary school and success in later grades and reinforces the importance of identifying learning needs and providing personalized support. Using EQAO and other achievement data to identify areas of need, school communities can work together to help students who are meeting the provincial standard to continue to do so and help those who aren't meeting the standard to improve. All partners in the education system have a role to play in ensuring Ontario's students achieve the best outcomes possible by the end of secondary school. More information about EQAO's cohort tracking results is provided in this report. EQAO's corresponding elementary school report gives information about student achievement on the two provincial tests in elementary school.

Again this year, we are pleased to highlight in this report a number of schools that have used EQAO and other data to determine areas of focus for their school improvement plans. It is evident in each of their stories that these schools have made a firm commitment to evidence-based decision making in support of student progress. I trust these school stories will offer ideas and inspiration to other school communities across the province.

We are proud of the role this agency plays in supporting students, parents and the education community. By providing an independent gauge of student achievement at key stages of learning, EQAO's provincial tests provide an essential indicator of the effectiveness of the public education system and make it more accountable to all Ontarians.

Marguerite Jackson

Marguerite Jackson
Chief Executive Officer

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Grade 9 Assessment of Mathematics

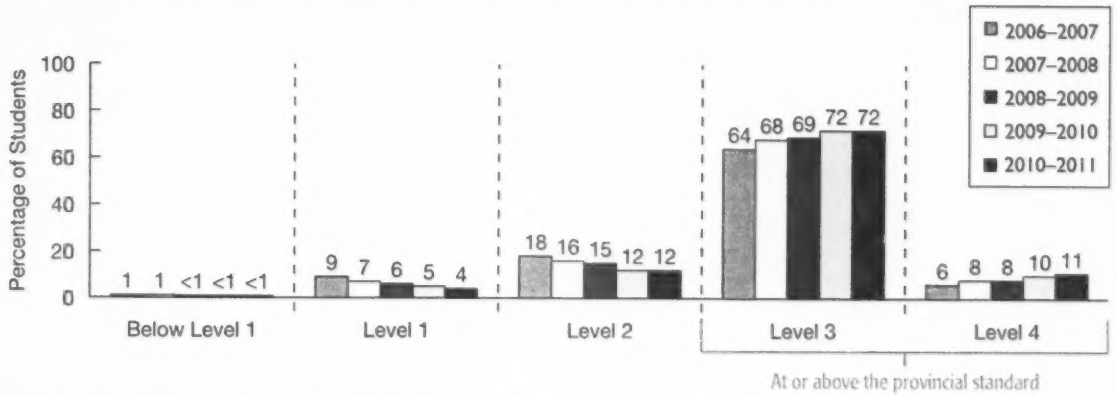
Results at a Glance: Grade 9 Assessment Mathematics

ACADEMIC COURSE

Results for All Students Over Time*†

	2006–2007	2007–2008	2008–2009	2009–2010	2010–2011
	# = 103 011	# = 100 823	# = 100 992	# = 101 268	# = 99 278
Level 4	6%	8%	8%	10%	11%
Level 3	64%	68%	69%	72%	72%
Level 2	18%	16%	15%	12%	12%
Level 1	9%	7%	6%	5%	4%
Below Level 1	1%	1%	<1%	<1%	<1%
No Data	2%	1%	1%	1%	1%
At or Above the Provincial Standard‡	71%	75%	77%	82%	83%

Percentage of All Students at Each Level Over Time: Grade 9 Academic Course



* Refer to the EQAO Web site (www.eqao.com) for data from previous years.

† Because percentages in tables and graphs are rounded, and because graphs do not show all reporting categories, percentages may not add up to 100.

‡ These percentages are based on the actual number of students and cannot be calculated simply by adding the rounded percentages of students at Levels 3 and 4.

Observations

- Over the past five years, the percentage of students taking academic mathematics who performed at or above the provincial standard has been increasing (by 12 percentage points, from 71% to 83%).
- In 2010–2011, there was a slight increase of one percentage point from the previous year's percentage of students performing at or above the provincial standard in academic mathematics.

ACADEMIC COURSE

Tracking Progress in Math from Grade 3 to Grade 6 to Grade 9

The pie chart shows how students who were in the Grade 9 academic math course in 2011 performed compared to their results when they were in Grade 3 in 2005 and Grade 6 in 2008.

The percentages in the chart are based on all students who could be tracked, including those who participated, were exempted in Grade 3 and/or Grade 6 or did not provide enough work to be scored. Specifically, of the 99 278 students enrolled in the Grade 9 academic course in 2011, 79 650 (80%) had been in the Ontario school system for the provincial tests in Grade 3 and Grade 6.

The chart below is divided into four slices, which represent the four possible ways these students could have progressed from the Grade 3 to the Grade 6 assessment. The number and percentage of students who met or did not meet the provincial standard in Grade 9 are then given within each slice.

Student Math Progress from Grade 3 to Grade 6 to Grade 9, Academic Math Course

Grade 9 Results

Of the 7330 students who had achieved below the standard in both Grade 3 and Grade 6,

- 49% (3560) met it in Grade 9 and
- 51% (3770) did not meet it in Grade 9.

Grade 9 Results

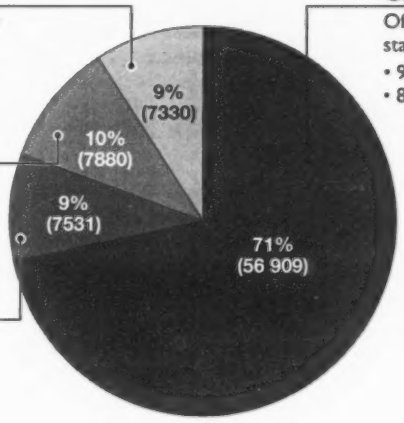
Of the 7880 students who had dropped from the standard from Grade 3 to Grade 6,

- 64% (5056) met it in Grade 9 and
- 36% (2824) did not meet it in Grade 9.

Grade 9 Results

Of the 7531 students who had risen to the standard from Grade 3 to Grade 6,

- 77% (5831) met it again in Grade 9 and
- 23% (1700) did not meet it in Grade 9.



Grade 9 Results

Of the 56 909 students who had met the standard in both Grade 3 and Grade 6,

- 92% (52 311) met it again in Grade 9 and
- 8% (4598) did not meet it in Grade 9.

Progression from Grade 3 to Grade 6

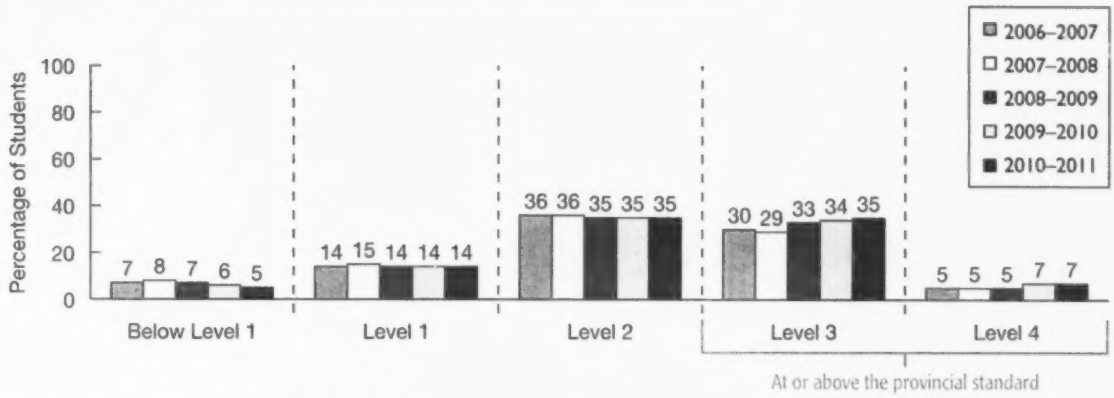
- Maintained Standard (71%)
- Rose to Standard (9%)
- Dropped from Standard (10%)
- Never Achieved Standard (9%)

APPLIED COURSE

Results for All Students Over Time*†

	2006–2007	2007–2008	2008–2009	2009–2010	2010–2011
	# = 49 056	# = 47 817	# = 48 482	# = 47 566	# = 44 095
Level 4	5%	5%	5%	7%	7%
Level 3	30%	29%	33%	34%	35%
Level 2	36%	36%	35%	35%	35%
Level 1	14%	15%	14%	14%	14%
Below Level 1	7%	8%	7%	6%	5%
No Data	9%	7%	6%	5%	5%
At or Above the Provincial Standard‡	35%	34%	38%	40%	42%

Percentage of All Students at Each Level Over Time: Grade 9 Applied Course



* Refer to the EQAO Web site (www.eqao.com) for data from previous years.

† Because percentages in tables and graphs are rounded, and because graphs do not show all reporting categories, percentages may not add up to 100.

‡ These percentages are based on the actual number of students and cannot be calculated simply by adding the rounded percentages of students at Levels 3 and 4.

Observations

- Over the past five years, the percentage of students taking applied mathematics who performed at or above the provincial standard has increased by seven percentage points, from 35% to 42%.
- In 2010–2011, there was an increase of two percentage points from the previous year's percentage of students performing at or above the provincial standard in applied mathematics.

APPLIED COURSE

Tracking Progress in Math from Grade 3 to Grade 6 to Grade 9

The pie chart shows how students who were in the Grade 9 applied math course in 2011 performed compared to their results when they were in Grade 3 in 2005 and Grade 6 in 2008.

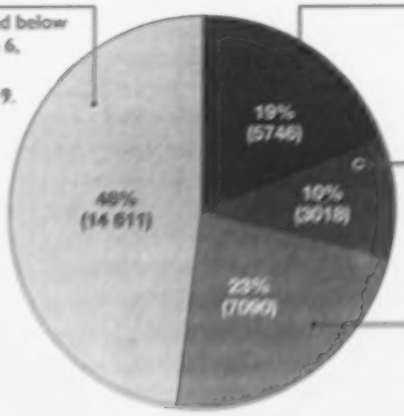
The percentages in the chart are based on all students who could be tracked, including those who participated, were exempted in Grade 3 and/or Grade 6 or did not provide enough work to be scored. Specifically, of the 44 095 students enrolled in the Grade 9 applied course in 2011, 30 465 (69%) had been in the Ontario school system for the provincial tests in Grade 3 and Grade 6.

The chart below is divided into four slices, which represent the four possible ways these students could have progressed from the Grade 3 to the Grade 6 assessment. The number and percentage of students who met or did not meet the provincial standard in Grade 9 are then given within each slice.

Student Math Progress from Grade 3 to Grade 6 to Grade 9, Applied Math Course

Grade 9 Results

Of the 14 611 students who had achieved below the standard in both Grade 3 and Grade 6,
- 29% (4212) met it in Grade 9 and
- 71% (10 399) did not meet it in Grade 9.



Grade 9 Results

Of the 5746 students who had met the standard in both Grade 3 and Grade 6,
- 77% (4435) met it again in Grade 9 and
- 23% (1311) did not meet it in Grade 9.

Grade 9 Results

Of the 3018 students who had risen to the standard from Grade 3 to Grade 6,
- 60% (1809) met it again in Grade 9 and
- 40% (1209) did not meet it in Grade 9.

Grade 9 Results

Of the 7090 students who had dropped from the standard from Grade 3 to Grade 6,
- 50% (3527) met it in Grade 9 and
- 50% (3563) did not meet it in Grade 9.

Progression from Grade 3 to Grade 6

- *Maintained Standard (19%)*
- *Rose to Standard (10%)*
- *Dropped from Standard (23%)*
- *Never Achieved Standard (48%)*

Grade 9 Academic Mathematics Course: Contextual Information

The following demographic information, participation rates and questionnaire results provide a context for interpreting the province-wide results over time. These data are derived from information provided by the school and through the student and teacher questionnaires.

Demographic Information and Participation Rates Over Time

	2006–2007	2007–2008	2008–2009	2009–2010	2010–2011
All students	# = 103 011	# = 100 823	# = 100 992	# = 101 268	# = 99 278
GENDER*					
Female	51%	51%	51%	51%	51%
Male	49%	49%	49%	49%	49%
STUDENT STATUS*					
English language learners†	3%	4%	4%	4%	4%
Students with special education needs (excluding gifted)†	4%	4%	5%	5%	5%
LANGUAGE SPOKEN AT HOME BY THE STUDENT‡					
Speak only or mostly English	77%	76%	75%	75%	63%
Speak another language (or other languages) as often as English	13%	14%	15%	15%	15%
Speak only or mostly another language (or other languages)	9%	9%	9%	9%	9%
STUDENT MOBILITY‡					
Attended three or more elementary schools from kindergarten to Grade 8	35%	35%	36%	34%	36%
PARTICIPATION IN THE ASSESSMENT					
Students participating in the assessment	98%	99%	99%	99%	99%

* Contextual data pertaining to gender and student status are provided by schools and/or boards through the Student Data Collection process.
† See the Explanation of Terms.
‡ Contextual data pertaining to the language spoken at home by the student and student mobility are gathered from the Student Questionnaire.

Observations

- Over the past five years, the demographic information for the Grade 9 academic mathematics student cohort has remained relatively stable overall.
- The percentages of students who indicated that they speak only or mostly English at home has decreased by 12 percentage points since last year. This may be due to the fact that 13% of students did not answer this question, compared to the 1% who did not in 2009–2010.
- The participation rate has remained very high at 98%–99%.

The following tables provide results from a sample of items from the questionnaires completed by students and teachers during the 2011 administrations of the Grade 9 Assessment of Mathematics. Revised questionnaires were administered for the first time in 2011. For the items that were mainly the same as in previous years, the tables provide data over time. For the new items, the data are provided only for 2011. For the full questionnaire results for the province (available **September 28, 2011**), see the EQAO Web site, www.eqao.com, under "School, Board and Provincial Results."

Student Questionnaire Results*

	2007	2008	2009	2010	2011	2007	2008	2009	2010	2011
	Female					Male				
Students who completed the questionnaire	# = 50 835	# = 49 587	# = 49 343	# = 50 038	# = 48 047	# = 47 929	# = 47 469	# = 47 142	# = 47 099	# = 45 210
STUDENT ATTITUDES TOWARD MATHEMATICS										
Percentage of students indicating that they "agree" or "strongly agree" with the following statements:†										
I like mathematics.	47%	48%	49%	49%	46%	57%	59%	61%	61%	57%
I am good at mathematics.	43%	45%	45%	46%	46%	57%	59%	61%	61%	60%
I am able to answer difficult mathematics questions.	n/a	n/a	n/a	n/a	33%	n/a	n/a	n/a	n/a	51%
Mathematics is one of my favourite subjects.	n/a	n/a	n/a	n/a	31%	n/a	n/a	n/a	n/a	41%
I understand most of the mathematics I am taught.	67%	69%	69%	70%	70%	74%	76%	77%	76%	75%
Mathematics is an easy subject.	22%	22%	23%	23%	23%	32%	32%	34%	34%	34%
I try to do my best in mathematics class.	n/a	n/a	n/a	n/a	86%	n/a	n/a	n/a	n/a	77%
The mathematics I learn now is useful for everyday life.‡	33%	33%	34%	31%	35%	39%	39%	42%	40%	43%
The mathematics I learn now helps me do work in other subjects.	n/a	n/a	n/a	n/a	54%	n/a	n/a	n/a	n/a	57%
I need to do well in mathematics to study what I want later.	n/a	n/a	n/a	n/a	60%	n/a	n/a	n/a	n/a	65%
I need to keep taking mathematics for the kind of job I want after I leave school.	53%	54%	54%	53%	54%	58%	59%	59%	59%	60%

* Includes only students for whom gender data were available.
† The other response options were "strongly disagree," "disagree" and "neither agree nor disagree."
‡ Please note that the wording and layout of the questions changed slightly in 2011.
n/a: This question was asked for the first time in 2011.

Observations

- Since 2007, the percentages of students who indicated that they "agree" or "strongly agree" with the statements in the above table have slightly increased, except in the case of "I like mathematics."
- The percentage of students who indicated that they feel they are able to answer difficult mathematics questions is smaller than the percentages of students who indicated that they feel they are good at mathematics and that they understand most of the mathematics they are taught.
- Over the past five years, a larger percentage of male than female students have indicated that they "agree" or "strongly agree" with the statements in the above table, with one exception: a larger percentage of females than males indicated that they try to do their best in mathematics class.

Student Questionnaire Results (continued)

	2007	2008	2009	2010	2011	2007	2008	2009	2010	2011
	Female					Male				
Students who completed the questionnaire	# = 50 835	# = 49 587	# = 49 343	# = 50 038	# = 48 047	# = 47 929	# = 47 469	# = 47 142	# = 47 099	# = 45 210
STUDENT HABITS—MATHEMATICS										
Percentage of students indicating that they										
often or always complete their mathematics homework*	69%	69%	68%	68%	67%	58%	58%	57%	56%	56%
have been absent from their Grade 9 mathematics class 1–4 times in the past year†	60%	60%	60%	59%	55%	58%	58%	57%	57%	52%

* Students were given a choice of "I am not usually assigned any mathematics homework," "never or almost never," "sometimes," "often" and "always."
† Students were given a choice of "never," "one to four times," "five to nine times" or "10 or more times."

Observations

- Over the past five years,
  - the percentages of students who indicated that they often or always complete their mathematics homework have slightly decreased. The percentage of females indicating that they often or always complete their homework has been larger than that of males.
  - the percentages of students who indicated that they have been absent one to four times from mathematics class have decreased.

Student Questionnaire Results (continued)

	2011	
	Female	Male
Students who completed the questionnaire	# = 48 047	# = 45 210
OUT-OF-SCHOOL ACTIVITIES*		
Percentage of students indicating that they do the following "every day or almost every day" when they are not at school:		
Read by themselves	33%	18%
Play video games	5%	36%
Use the Internet	76%	70%
Participate in sports or other physical activities	31%	43%
Participate in art, music, dance or drama activities	24%	15%
Percentage of students indicating that they do the following at least once a week when they are not at school:†		
Participate in other clubs or organizations	35%	35%
Work at a paid job	15%	21%
Do mathematics-related activities (e.g., doing mathematics puzzles, preparing for mathematics contests or competitions)	9%	14%
Percentage of students indicating that they do the following at least once a month when they are not at school:‡		
Volunteer in their community	67%	58%
SCREEN TIME		
Percentage of students indicating that they do the following "about 3 hours" or "more than 3 hours" on a typical school day:§		
Watch TV	19%	20%
Play video games	4%	23%
Use the Internet for enjoyment	37%	32%

* The response options for the items in this category were "never," "1 or 2 times a month," "1 to 3 times a week" and "every day or almost every day."
† The percentages are based on the number of students who answered "1 to 3 times a week" or "every day or almost every day."
‡The percentages are based on the number of students who answered "1 or 2 times a month," "1 to 3 times a week" or "every day or almost every day."
§ The other response options were "none or less than one hour," "about 1 hour" and "about 2 hours."

Observations

Out-of-school activities done every day or almost every day

- The out-of-school activity that students most frequently reported doing "every day or almost every day" was using the Internet.
- Aside from using the Internet, the out-of-school activities that female students most frequently reported doing "every day or almost every day" were reading by themselves and participating in sports, while for male students it was participating in sports and playing video games. The largest difference between the genders was for playing video games.

Out-of-school activities done at least once a week

- An equivalent percentage of female and male students indicated participating in after-school clubs at least once a week; a larger percentage of male students indicated that they work at a paid job and do mathematics-related activities at least once a week.

Volunteering

- A larger percentage of females than male students indicated that they volunteer in their community at least once a month.

Screen time

- A larger percentage of male students indicated playing video games for "about 3 hours" or "more than 3 hours," while a larger percentage of female students indicated using the Internet for enjoyment. The percentages of female and male students who indicated that they watch television for "about 3 hours" or "more than 3 hours" were similar.

Student Questionnaire Results (continued)

	2011	
	Female	Male
Students who completed the questionnaire	# = 48 047	# = 45 210
PARENTAL INVOLVEMENT		
Percentage of students indicating they do the following "very often" with a parent, a guardian or another adult at home:*		
Discuss the work they do in school	17%	15%
Discuss their future studies	15%	13%
Discuss the different activities they do in school	14%	11%
Help them with their mathematics homework	9%	9%
Encourage them to try their best at school	53%	47%
Tell them what is expected of them in school (e.g., behaviour, effort)	31%	34%
EXPECTATIONS ABOUT YOUR FUTURE		
Percentage of students indicating whether or not their parents or guardians expect them to continue their education after they finish secondary school:†		
Yes	84%	79%
No	1%	2%
Don't know	4%	7%
Percentage of students indicating the following as the highest level of education they expect to complete:†		
Secondary-school diploma	1%	3%
Vocational or technical training (e.g., college of applied arts and technology)	4%	8%
Undergraduate university degree (e.g., bachelor's degree)	15%	17%
Graduate or professional university degree (e.g., master's, doctorate or medical degree)	46%	40%
Other	3%	4%
Don't know	17%	16%

* The other response options were "never or almost never," "sometimes" and "often."
† Percentages may not add up to 100, due to ambiguous or missing responses.

Observations

- The percentages of students who indicated that they "very often" did the activities in the table with a parent or another adult at home were similar for both genders, with one exception: a larger percentage of female students indicated that their parents encouraged them to try their best at school. This last activity is also the one that students of both genders most frequently reported doing very often with a parent.
- When asked whether their parents expected them to continue their education after high school, the vast majority of students answered "yes." A larger percentage of female than male students responded "yes" to this question. Twelve percent of the students did not answer the question.
- When asked about the highest level of education that they expect to complete, the level most often selected by both genders was "graduate or professional university degree." The percentage of students choosing this option was larger for females. The percentage of male students who selected "vocational or technical training" was twice as large as that of female students, although the percentages of students choosing this option were small for both genders.
- Close to a fifth of students indicated that they didn't know the highest level of education they wanted to complete.

Teacher Questionnaire Results

	2006–2007	2007–2008	2008–2009	2009–2010	2010–2011
Teachers who completed the questionnaire	# = 2802	# = 2692	# = 2673	# = 2864	# = 2705
USE OF EQAO RESOURCES					
Percentage of teachers who indicated that they used EQAO data (demographic data, assessment and questionnaire results) this past year, independently or with a school team, to do the following:*					
Identify how well students are meeting curriculum expectations	54%	55%	60%	63%	67%
Communicate with parents and guardians about student achievement	24%	23%	24%	28%	33%
Identify areas of strength and areas for improvement in Grade 9 mathematics instructional programs	53%	56%	60%	65%	71%
Inform planning of their Grade 9 mathematics instructional program	36%	37%	42%	47%	63%
Percentage of teachers who indicated that they used EQAO sample student assessments and scoring guides this past year:*					
Independently or with a school team:					
To inform classroom instruction	n/a	n/a	n/a	n/a	79%
Independently:					
To show samples of student responses†	70%	74%	78%	81%	74%
To help students understand how questions and tasks relate to mathematics curriculum expectations	71%	73%	75%	76%	74%
To communicate with parents and guardians about curriculum expectations	15%	16%	18%	21%	31%

* The wording and format of this question changed slightly in 2011.
† This item was reworded in 2011 but the meaning remains the same as in previous years.
n/a: This question was asked for the first time in 2011.

Observations

- Over the past five years, the percentages of teachers who indicated that they used student and school EQAO data for the four activities listed in the table above have increased.
- Over the past five years, about three-quarters of teachers indicated that they used sample student assessments and scoring guides to show samples of student responses and to help students understand how the questions and tasks relate to the mathematics curriculum expectations.
- The percentage of teachers who used the sample student assessments and scoring guides to communicate with parents about curriculum expectations have doubled over the past five years.

Teacher Questionnaire Results (continued)

	2006–2007	2007–2008	2008–2009	2009–2010	2010–2011
Teachers who completed the questionnaire	# = 2802	# = 2692	# = 2673	# = 2864	# = 2705
SOME TEACHING PRACTICES					
Percentage of teachers who "frequently" asked their students to do the following during mathematics instruction this past semester or year:*†					
Discuss and use problem-solving strategies for finding answers (e.g., work backward, use a chart, make a model)	55%	57%	61%	62%	50%
Solve open-ended problems	40%	42%	47%	48%	38%
Work collaboratively to solve problems	56%	58%	62%	63%	48%
Discuss mathematical ideas and relationships	77%	78%	80%	80%	62%
Conduct mathematical investigations (e.g., to demonstrate the inquiry process)	43%	43%	44%	45%	27%
Explain the reasoning behind their answers	81%	81%	83%	83%	75%
Write solutions using mathematical language and symbols	92%	92%	93%	91%	90%
USE OF INSTRUCTIONAL RESOURCES IN THE CLASSROOM					
Percentage of teachers who indicated that they "sometimes" or "frequently" had the majority of their students use the following resources in class this past semester or year:‡					
Calculator					96%
Graphing calculator					48%
Computer software (e.g., spreadsheet, statistical, dynamic geometry or graphing software)					24%
The Internet (e.g., to access statistics or other sources of mathematical information)					21%
Concrete manipulative (e.g., geoboard, algebra tiles, connecting cubes)					36%
Measuring device (e.g., ruler, metre stick, protractor)					75%
Presentation technology (e.g., interactive white board, LCD projector)					55%

* The wording and format of this question changed slightly in 2011.

† From 2007 to 2010, the response options for these items were "never," "seldom," "sometimes," "often" and "very often." The percentages given represent those teachers who answered "often" and "very often." In 2011, the response options changed to "never," "seldom," "sometimes" and "frequently." Caution must be used in interpreting these data.

‡ The other response options were "never" and "seldom."

Observations

- Over the past five years, more teachers indicated that they "frequently" asked students to discuss mathematical ideas and relationships, explain the reasoning behind their answers and write solutions using mathematical language than indicated any of the other options listed in the table.
- In 2010–2011, fewer than one-quarter of teachers indicated that they "sometimes" or "frequently" had the majority of their students use computer software and the Internet in class, while more than one-half of teachers indicated that they had students use presentation technology such as a white board.

The Grade 9 Student and Teacher Questionnaires include some research questions about teachers' use of the Grade 9 Assessment of Mathematics in students' class marks. The following two tables present the results from some of these questions.

Use of the Assessment in Students' Class Marks

	2011	
	Female	**Male**
Students who completed the questionnaire*	# = 48 047	# = 45 210
USE OF THE ASSESSMENT IN STUDENTS' CLASS MARKS		
Percentage of students who indicated that their teacher will count some or all parts of the Grade 9 Assessment of Mathematics as part of their class mark:†	59%	54%
Percentage of students who indicated that counting the Grade 9 Assessment of Mathematics as part of their class mark motivates them to take the assessment more seriously:‡§	76%	72%

* Includes only those students for whom gender data were available.
† The response options were "yes," "no," "don't know." The percentages given represent those students who answered "yes."
‡ The response options were "yes," "no," "undecided." The percentages given represent those students who answered "yes."
§ Percentages for this question are based on the number of students who answered "yes" to the previous question in the above table (Females: # = 28 261; Males: # = 24 531).

	2011
Teachers who completed the questionnaire	# = 2705
USE OF THE ASSESSMENT IN STUDENTS' CLASS MARKS	
Percentage of teachers who indicated that some or all components of the Grade 9 Assessment of Mathematics count as part of their students' class marks:	98%
Percentage of teachers indicating how much the assessment will count as part of their students' class marks:*	
1–5%	32%
6–10%	51%
11–15%	11%
16–20%	3%
21–25%	<1%
26–30%	1%
Percentage of teachers who indicated the opinion that counting some or all components of the Grade 9 Assessment of Mathematics as part of class marks motivates students to take the assessment more seriously:*	90%

* Percentages for this question are based on the number of teachers who indicated that some or all components of the assessment count as part of their students' class mark (# = 2640).

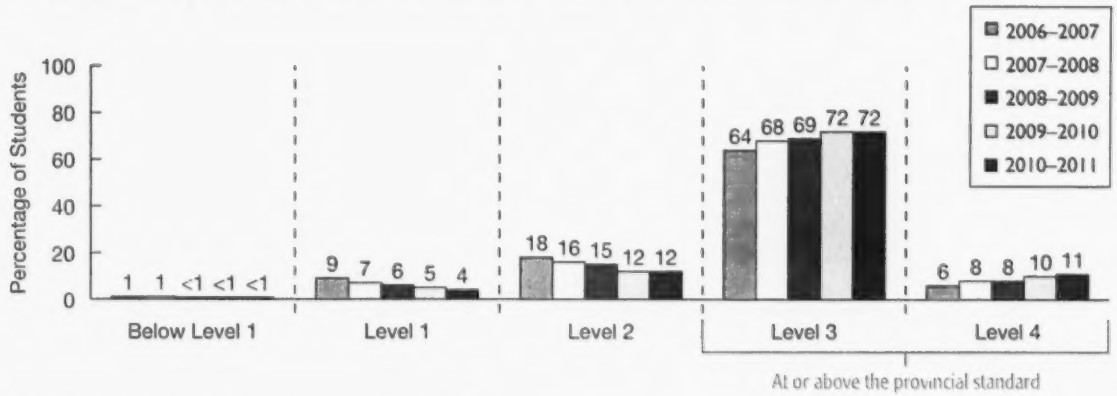
Grade 9 Academic Mathematics Course: Achievement Results

RESULTS FOR ALL STUDENTS

Results for All Students Over Time*†

	2006–2007	2007–2008	2008–2009	2009–2010	2010–2011
	# = 103 011	# = 100 823	# = 100 992	# = 101 268	# = 99 278
Level 4	6%	8%	8%	10%	11%
Level 3	64%	68%	69%	72%	72%
Level 2	18%	16%	15%	12%	12%
Level 1	9%	7%	6%	5%	4%
Below Level 1	1%	1%	<1%	<1%	<1%
No Data	2%	1%	1%	1%	1%
At or Above the Provincial Standard‡	71%	75%	77%	82%	83%

Percentage of All Students at Each Level Over Time: Grade 9 Academic Course



* Refer to the EQAO Web site (www.eqao.com) for data from previous years.

† Because percentages in tables and graphs are rounded, and because graphs do not show all reporting categories, percentages may not add up to 100.

‡ These percentages are based on the actual number of students and cannot be calculated simply by adding the rounded percentages of students at Levels 3 and 4.

Observations

- Over the past five years, the percentage of students taking academic mathematics who performed at or above the provincial standard has been increasing (by 12 percentage points, from 71% to 83%).
- In 2010–2011, there was a slight increase of one percentage point from the previous year's percentage of students performing at or above the provincial standard in academic mathematics.

RESULTS BY GENDER

Results for Female and Male Students Over Time*

	2006–2007	2007–2008	2008–2009	2009–2010	2010–2011	2006–2007	2007–2008	2008–2009	2009–2010	2010–2011
	Female					Male				
	# = 52 887	# = 51 367	# = 51 554	# = 51 972	# = 50 814	# = 50 122	# = 49 452	# = 49 438	# = 49 296	# = 48 464
Level 4	6%	6%	7%	9%	10%	7%	9%	9%	11%	11%
Level 3	64%	67%	68%	72%	72%	65%	68%	71%	72%	73%
Level 2	20%	17%	17%	13%	12%	17%	15%	13%	11%	11%
Level 1	9%	7%	7%	5%	4%	8%	6%	5%	4%	4%
Below Level 1	1%	<1%	<1%	<1%	<1%	1%	1%	<1%	<1%	<1%
No Data	1%	1%	1%	1%	1%	2%	1%	1%	1%	1%
At or Above the Provincial Standard†	69%	74%	75%	81%	82%	72%	77%	80%	83%	84%

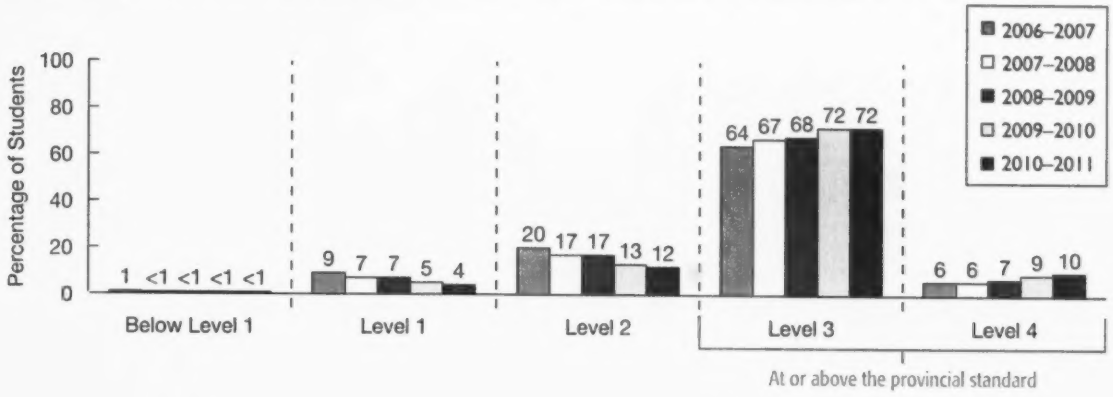
* Because percentages in tables and graphs are rounded, and because graphs do not show all reporting categories, percentages may not add up to 100. Results by gender include only students for whom gender data were available.

† These percentages are based on the actual number of students and cannot be calculated simply by adding the rounded percentages of students at Levels 3 and 4.

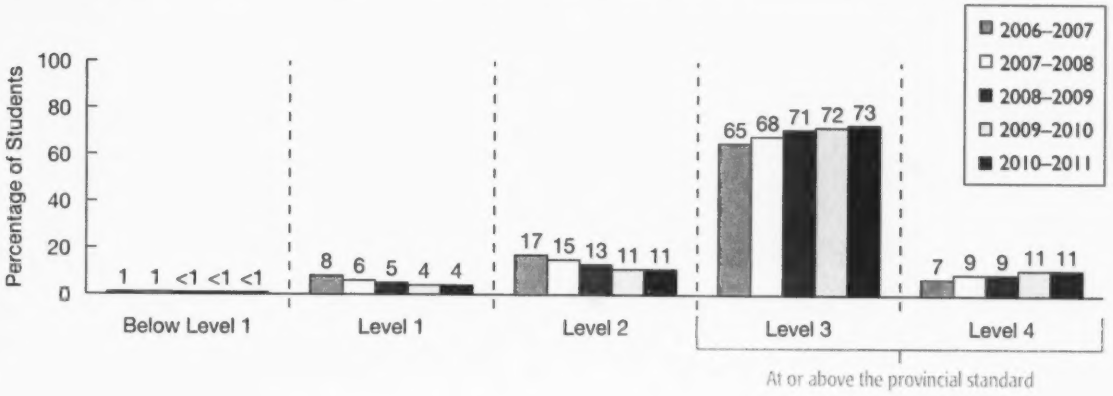
Observations

- Over the past five years, the percentages of female and male students who performed at or above the provincial standard have increased by 13 percentage points (to 82%) and by 12 percentage points (to 84%), respectively.
- There has been an increase of one percentage point among both genders in the percentage of students performing at or above the provincial standard since last year.

Percentage of Female Students at Each Level Over Time: Grade 9 Academic Course



Percentage of Male Students at Each Level Over Time: Grade 9 Academic Course

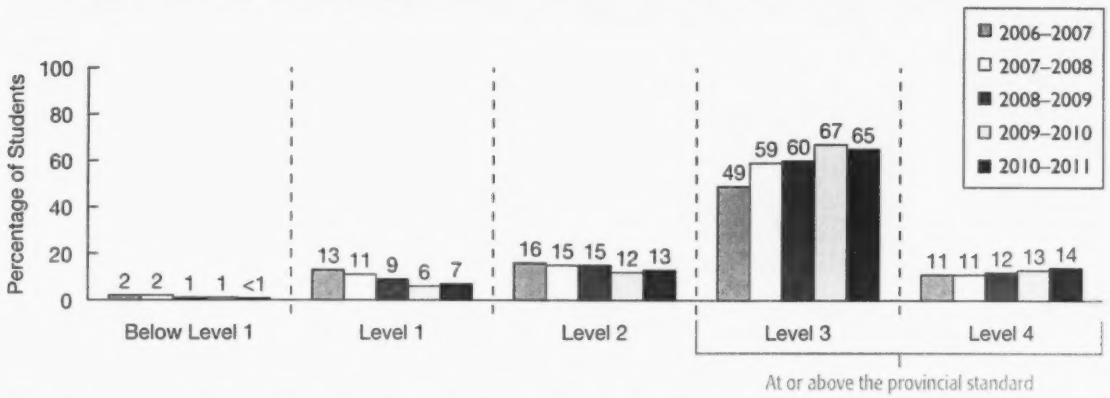


RESULTS BY STUDENT STATUS

Results for All English Language Learners Over Time*

	2006–2007	2007–2008	2008–2009	2009–2010	2010–2011
	# = 3118	# = 3536	# = 3942	# = 3826	# = 4069
Level 4	11%	11%	12%	13%	14%
Level 3	49%	59%	60%	67%	65%
Level 2	16%	15%	15%	12%	13%
Level 1	13%	11%	9%	6%	7%
Below Level 1	2%	2%	1%	1%	<1%
No Data	9%	2%	2%	1%	1%
At or Above the Provincial Standard†	61%	70%	72%	79%	79%

Percentage of All English Language Learners at Each Level Over Time: Grade 9 Academic Course



* Because percentages in tables and graphs are rounded, and because graphs do not show all reporting categories, percentages may not add up to 100.

† The percentages are based on the actual number of students and cannot be calculated simply by adding the rounded percentages of students at Levels 3 and 4.

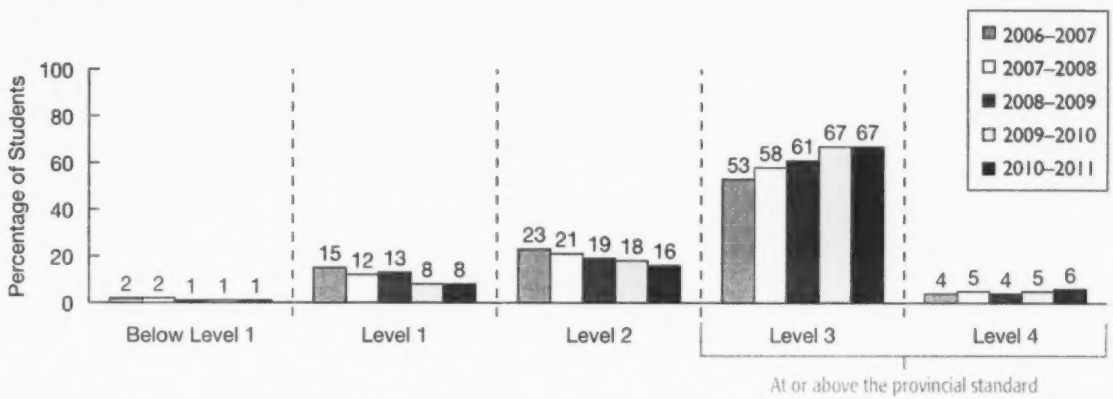
Observations

- Over the past five years, the percentage of English language learners who performed at or above the provincial standard has increased by 18 percentage points—a larger improvement than that among the Grade 9 academic mathematics population as a whole (12 points).
- In 2010–2011, the percentage of English language learners performing at or above the provincial standard remained the same (79%) as the previous year's.

Results for All Students with Special Education Needs (Excluding Gifted) Over Time*

	2006–2007	2007–2008	2008–2009	2009–2010	2010–2011
	# = 3913	# = 4304	# = 4639	# = 5090	# = 5354
Level 4	4%	5%	4%	5%	6%
Level 3	53%	58%	61%	67%	67%
Level 2	23%	21%	19%	18%	16%
Level 1	15%	12%	13%	8%	8%
Below Level 1	2%	2%	1%	1%	1%
No Data	2%	2%	2%	2%	2%
At or Above the Provincial Standard†	57%	63%	65%	72%	73%

Percentage of All Students with Special Education Needs (Excluding Gifted) at Each Level Over Time: Grade 9 Academic Course



* Because percentages in tables and graphs are rounded, and because graphs do not show all reporting categories, percentages may not add up to 100.

† These percentages are based on the actual number of students and cannot be calculated simply by adding the rounded percentages of students at Levels 3 and 4.

Observations

- Over the past five years, the percentage of students with special education needs performing at or above the provincial standard in academic mathematics has been increasing (16 percentage points)—a greater improvement than that among the Grade 9 academic mathematics population as a whole (12 points).
- The percentage of students with special education needs performing at or above the provincial standard in academic mathematics has increased by one percentage point (to 73%) since last year.

Grade 9 Applied Mathematics Course: Contextual Information

The following demographic information, participation rates and questionnaire results provide a context for interpreting the province-wide results over time. These data are derived from information provided by the school and through the student and teacher questionnaires.

Demographic Information and Participation Rates Over Time

	2006–2007	2007–2008	2008–2009	2009–2010	2010–2011
All students	*n* = 49 056	*n* = 47 817	*n* = 48 482	*n* = 47 586	*n* = 44 095
GENDER*					
Female	45%	45%	45%	45%	45%
Male	55%	55%	55%	55%	55%
STUDENT STATUS*					
English language learners†	5%	5%	5%	6%	7%
Students with special education needs (excluding gifted)†	26%	28%	30%	32%	33%
LANGUAGE SPOKEN AT HOME BY THE STUDENT‡					
Speak only or mostly English	82%	82%	81%	81%	70%
Speak another language (or other languages) as often as English	10%	11%	11%	12%	13%
Speak only or mostly another language (or other languages)	6%	6%	6%	7%	8%
STUDENT MOBILITY‡					
Attended three or more elementary schools from kindergarten to Grade 8	40%	40%	40%	39%	41%
PARTICIPATION IN THE ASSESSMENT					
Students participating in the assessment	91%	93%	94%	95%	95%

* Contextual data pertaining to gender and student status are provided by schools and/or boards through the Student Data Collection process.
† See the Explanation of Terms.
‡ Contextual data pertaining to the language spoken at home by the student and student mobility are gathered from the Student Questionnaire.

Observations

- Over the past five years, the demographics of the Grade 9 applied mathematics student population have remained relatively stable overall. However, the percentage of students with special education needs has increased by seven percentage points (to 33%).
- Also, the percentage of students indicating that they speak only or mostly English at home has decreased by 11 percentage points since last year. This decrease may be due to the fact that 9% of the respondents did not answer this question, compared to the 1% who did not last year.
- The percentage of students participating in the assessment has increased by four percentage points (to 95%) since 2006–2007.

The following tables provide results from a sample of items from the questionnaires completed by students and teachers during the 2011 administrations of the Grade 9 Assessment of Mathematics. Revised questionnaires were administered for the first time in 2011. For the items that were mainly the same as in previous years, the tables provide data over time. For the new items, the data are provided only for 2011. For the full questionnaire results for the province (available September 28, 2011), see the EQAO Web site, www.eqao.com, under "School, Board and Provincial Results."

Student Questionnaire Results*

	2007	2008	2009	2010	2011	2007	2008	2009	2010	2011
	Female					Male				
Students who completed the questionnaire	# = 19 453	# = 19 403	# = 19 517	# = 19 459	# = 17 306	# = 23 351	# = 23 215	# = 23 896	# = 23 742	# = 20 294
STUDENT ATTITUDES TOWARD MATHEMATICS										
Percentage of students indicating that they "agree" or "strongly agree" with the following statements:†										
I like mathematics.	28%	29%	30%	30%	28%	40%	41%	42%	43%	37%
I am good at mathematics.	25%	27%	28%	28%	28%	41%	43%	43%	44%	42%
I am able to answer difficult mathematics questions.	n/a	n/a	n/a	n/a	15%	n/a	n/a	n/a	n/a	30%
Mathematics is one of my favourite subjects.	n/a	n/a	n/a	n/a	17%	n/a	n/a	n/a	n/a	24%
I understand most of the mathematics I am taught.	57%	58%	59%	60%	58%	65%	66%	66%	68%	64%
Mathematics is an easy subject.	16%	16%	17%	17%	15%	26%	26%	27%	27%	25%
I try to do my best in mathematics class.	n/a	n/a	n/a	n/a	80%	n/a	n/a	n/a	n/a	73%
The mathematics I learn now is useful for everyday life.‡	36%	37%	39%	38%	38%	42%	43%	44%	44%	44%
The mathematics I learn now helps me do work in other subjects.	n/a	n/a	n/a	n/a	46%	n/a	n/a	n/a	n/a	46%
I need to do well in mathematics to study what I want later.	n/a	n/a	n/a	n/a	48%	n/a	n/a	n/a	n/a	51%
I need to keep taking mathematics for the kind of job I want after I leave school.	38%	39%	39%	40%	41%	46%	46%	46%	46%	45%

* Includes only students for whom gender data were available.
† The other response options were "strongly disagree," "disagree" and "neither agree nor disagree."
‡ Please note that the wording and layout of the question changed slightly in 2011.
n/a: This question was asked for the first time in 2011.

Observations

- Over the past five years,
  - the percentages of students who indicated that they "agree" or "strongly agree" with the statements above have remained relatively stable.
  - a larger percentage of male than female students have indicated that they "agree" or "strongly agree" with the statements above except for "I try to do my best in mathematics class" and "The mathematics I learn now helps me do work in other subjects."
- The percentages of students who indicated that they "agree" or "strongly agree" with the statement "I am able to answer difficult mathematics questions" are smaller than the equivalent percentages for the statement "I am good at mathematics."

Student Questionnaire Results (continued)

	2007	2008	2009	2010	2011	2007	2008	2009	2010	2011
	Female					Male				
Students who completed the questionnaire	*n* = 19 453	*n* = 19 403	*n* = 19 517	*n* = 19 459	*n* = 17 306	*n* = 23 351	*n* = 23 215	*n* = 23 696	*n* = 23 742	*n* = 20 294
STUDENT HABITS—MATHEMATICS										
Percentage of students indicating that they										
often or always complete their mathematics homework.*	55%	54%	55%	55%	48%	49%	48%	48%	48%	42%
have been absent from their Grade 9 mathematics class 1–4 times in the past year.†	48%	49%	48%	48%	44%	48%	48%	48%	47%	44%

* Students were given a choice of "I am not usually assigned any mathematics homework," "never or almost never," "sometimes," "often" and "always."
† Students were given a choice of "never," "one to four times," "five to nine times" or "10 or more times."

Observations

- Over the past five years,
  - the percentages of students who indicated that they often or always complete all of their mathematics homework have decreased. The percentage of females indicating that they often or always complete their homework has remained larger than that of males.
  - the percentages of students who indicated that they have been absent one to four times from math class have decreased. The percentages for female and male students are similar.

Student Questionnaire Results (continued)

	2011	
	Female	Male
Students who completed the questionnaire	# = 17 306	# = 20 924
OUT-OF-SCHOOL ACTIVITIES*		
Percentage of students indicating that they do the following "every day or almost every day" when they are not at school:		
Read by themselves	23%	12%
Play video games	9%	39%
Use the Internet	71%	60%
Participate in sports or other physical activities	23%	38%
Participate in art, music, dance or drama activities	22%	13%
Percentage of students indicating that they do the following at least once a week when they are not at school:†		
Participate in other clubs or organizations	22%	28%
Work at a paid job	17%	27%
Do mathematics-related activities (e.g., doing mathematics puzzles, preparing for mathematics contests or competitions)	8%	13%
Percentage of students indicating that they do the following at least once a month when they are not at school:‡		
Volunteer in their community	54%	52%
SCREEN TIME		
Percentage of students indicating that they do the following "about 3 hours" or "more than 3 hours" on a typical school day:§		
Watch TV	30%	31%
Play video games	8%	36%
Use the Internet for enjoyment	49%	40%

* The response options for the items in this category were "never," "1 or 2 times a month," "1 to 3 times a week" and "every day or almost every day."
† The percentages are based on the number of students who answered "1 to 3 times a week" or "every day or almost every day."
‡ The percentages are based on the number of students who answered "1 or 2 times a month," "1 to 3 times a week" or "every day or almost every day."
§ The other response options were "none or less than one hour," "about 1 hour" and "about 2 hours."

Observations

Out-of-school activities done every day or almost every day:

- The activity that female and male students most frequently reported doing "every day or almost every day" is using the Internet.
- Close to a quarter of female students reported reading by themselves and participating in sports and art activities, and more than a third of male students indicated participating in sports and playing video games. The largest difference between the genders is for playing video games.

Out-of-school activities done at least once a week and done at least once a month:

- A larger percentage of male than female students indicated participating in all three activities listed in the table at least once a week, while a slightly larger percentage of female than male students indicated that they volunteer in their community at least once a month.

Screen time:

- A larger percentage of male than female students indicated playing video games, while a larger percentage of females indicated using the Internet for enjoyment. The percentages of female and male students who indicated watching television for "about 3 hours" or "more than 3 hours" are similar.

Student Questionnaire Results (continued)

	2011	
	Female	**Male**
Students who completed the questionnaire	# = 17 306	# = 20 924
PARENTAL INVOLVEMENT		
Percentage of students indicating they do the following "very often" with a parent, a guardian or another adult at home:*		
Discuss the work they do in school	12%	12%
Discuss their future studies	12%	11%
Discuss the different activities they do in school	10%	10%
Help them with their mathematics homework	9%	9%
Encourage them to try their best at school	49%	43%
Tell them what is expected of them in school (e.g., behaviour, effort)	31%	31%
EXPECTATIONS ABOUT YOUR FUTURE		
Percentage of students indicating whether or not their parents or guardians expect them to continue their education after they finish secondary school:†		
Yes	77%	67%
No	2%	6%
Don't know	12%	18%
Percentage of students indicating the following as the highest level of education they expect to complete:†		
Secondary-school diploma	6%	9%
Vocational or technical training (e.g., college of applied arts and technology)	18%	28%
Undergraduate university degree (e.g., bachelor's degree)	11%	12%
Graduate or professional university degree (e.g., master's, doctorate or medical degree)	22%	13%
Other	10%	10%
Don't know	23%	19%

* The other response options were "never or almost never," "sometimes" and "often."
† Percentages may not add up to 100, due to ambiguous or missing responses.

Observations

- The percentages of students who indicated that they "very often" do the activities in the table with a parent or another adult at home were similar for both genders, with one exception: a larger percentage of female students indicated that their parents encouraged them to try their best at school. Students of both genders reported this kind of parental engagement the most frequently.
- When asked whether their parents expected them to continue their education after high school, the majority of students answered "yes." A larger percentage of female than male students responded "yes" to this question.
- The expected highest level of study that was the most often selected by male students was vocational or technical training, while for female students it was "graduate or professional university degree."
- Approximately a fifth of the students indicated that they didn't know the highest level of education they expected to complete.

Teacher Questionnaire Results

	2006–2007	2007–2008	2008–2009	2009–2010	2010–2011
Teachers who completed the questionnaire	# = 1873	# = 1782	# = 1847	# = 1989	# = 1754
USE OF EQAO RESOURCES					
Percentage of teachers who indicated that they used EQAO data (demographic data, assessment and questionnaire results) this past year, independently or with a school team, to do the following:*					
Identify how well students are meeting curriculum expectations	51%	54%	58%	62%	70%
Communicate with parents and guardians about student achievement	22%	23%	23%	25%	29%
Identify areas of strength and areas for improvement in Grade 9 mathematics instructional programs	52%	58%	61%	65%	74%
Inform planning of their Grade 9 mathematics instructional program	32%	37%	42%	47%	68%
Percentage of teachers who indicated that they used EQAO sample student assessments and scoring guides this past year:*					
Independently or with a school team:					
To inform classroom instruction	n/a	n/a	n/a	n/a	81%
Independently:					
To show samples of student responses†	65%	70%	73%	79%	69%
To help students understand how questions and tasks relate to mathematics curriculum expectations	69%	72%	74%	74%	72%
To communicate with parents and guardians about curriculum expectations	13%	15%	17%	19%	27%

* The wording and format of this question changed slightly in 2011.
† This item was reworded in 2011 but the meaning remains the same as in previous years.
n/a: This question was asked for the first time in 2011.

Observations

- Over the past five years, the percentages of Grade 9 applied mathematics teachers who indicated that they used student and school EQAO data for the four activities listed in the table above have increased.
- Over the past five years, between two-thirds and three-quarters of teachers indicated that they used sample student assessments and scoring guides to show samples of student responses and to help students understand how the questions and tasks relate to the mathematics curriculum expectations.
- The percentage of teachers who used the sample student assessments and scoring guides to communicate with parents about curriculum expectations doubled over the past five years.

Teacher Questionnaire Results (continued)

	2006–2007	2007–2008	2008–2009	2009–2010	2010–2011
Teachers who completed the questionnaire	# = 1873	# = 1782	# = 1847	# = 1989	# = 1754
SOME TEACHING PRACTICES					
Percentage of teachers who "frequently" asked their students to do the following during mathematics instruction this past semester or year: *†					
Discuss and use problem-solving strategies for finding answers (e.g., work backward, use a chart, make a model)	50%	51%	54%	56%	44%
Solve open-ended problems	31%	35%	39%	42%	33%
Work collaboratively to solve problems	57%	59%	58%	61%	47%
Discuss mathematical ideas and relationships	70%	69%	71%	72%	52%
Conduct mathematical investigations (e.g., to demonstrate the inquiry process)	38%	39%	38%	40%	24%
Explain the reasoning behind their answers	72%	72%	74%	75%	67%
Write solutions using mathematical language and symbols	85%	85%	87%	85%	82%
USE OF INSTRUCTIONAL RESOURCES IN THE CLASSROOM					
Percentage of teachers who indicated that they "sometimes" or "frequently" had the majority of their students use the following resources in class this past semester or year: ‡					
Calculator					98%
Graphing calculator					35%
Computer software (e.g., spreadsheet, statistical, dynamic geometry or graphing software)					25%
The Internet (e.g., to access statistics or other sources of mathematical information)					26%
Concrete manipulative (e.g., geoboard, algebra tiles, connecting cubes)					62%
Measuring device (e.g., ruler, metre stick, protractor)					85%
Presentation technology (e.g., interactive white board, LCD projector)					65%

* The wording and format of this question changed slightly in 2011.
† From 2007 to 2010, the response options for these items were "never," "seldom," "sometimes," "often" and "very often." The percentages given represent those teachers who answered "often" and "very often." In 2011, the response options changed to "never," "seldom," "sometimes" and "frequently."
‡ The other response options were "never" and "seldom."

Observations

- Over the past five years, more teachers indicated that they "frequently" asked students to discuss mathematical ideas and relationships, explain the reasoning behind their answers and write solutions using mathematical language than indicated any of the other options listed in the table.
- In 2010–2011, one-quarter of teachers indicated that they "frequently" or "sometimes" had the majority of their students use computer software and the Internet in class, while approximately two-thirds of teachers indicated that they had students use presentation technology such as a white board.

The Grade 9 Student and Teacher Questionnaires include some research questions about teachers' use of the Grade 9 Assessment of Mathematics in students' class marks. The following two tables present the results from some of these questions.

Use of the Assessment in Students' Class Marks

	2011	
	Female	**Male**
Students who completed the questionnaire*	# = 17 306	# = 20 924
USE OF THE ASSESSMENT IN STUDENTS' CLASS MARKS		
Percentage of students who indicated that their teacher will count some or all parts of the Grade 9 Assessment of Mathematics as part of their class mark:†	38%	37%
Percentage of students who indicated that counting the Grade 9 Assessment of Mathematics as part of their class mark motivates them to take the assessment more seriously:‡§	72%	70%

* Includes only those students for whom gender data were available.
† The response options were "yes," "no," "don't know." The percentages given represent those students who answered "yes."
‡ The response options were "yes," "no," "undecided." The percentages given represent those students who answered "yes."
§ Percentages for this question are based on the number of students who answered "yes" to the previous question in the above table (Females: # = 6656; Males: # = 7651).

	2011
Teachers who completed the questionnaire	# = 1754
USE OF THE ASSESSMENT IN STUDENTS' CLASS MARKS	
Percentage of teachers who indicated that some or all components of the Grade 9 Assessment of Mathematics count as part of their students' class marks:	95%
Percentage of teachers indicating how much the assessment will count as part of their students' class marks:*	
1–5%	31%
6–10%	49%
11–15%	12%
16–20%	3%
21–25%	<1%
26–30%	1%
Percentage of teachers who indicated the opinion that counting some or all components of the Grade 9 Assessment of Mathematics as part of class marks motivates students to take the assessment more seriously:*	83%

* Percentages for this question are based on the number of teachers who indicated that some or all components of the assessment count as part of their students' class mark (# = 1663).

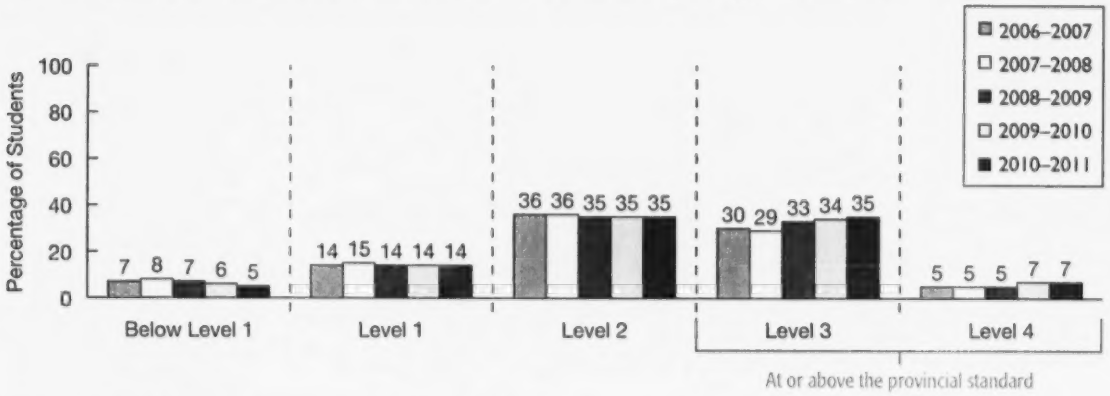
Grade 9 Applied Mathematics Course: Achievement Results

RESULTS FOR ALL STUDENTS

Results for All Students Over Time*†

	2006–2007	2007–2008	2008–2009	2009–2010	2010–2011
	# = 49 056	# = 47 817	# = 48 482	# = 47 566	# = 44 095
Level 4	5%	5%	5%	7%	7%
Level 3	30%	29%	33%	34%	35%
Level 2	36%	36%	35%	35%	35%
Level 1	14%	15%	14%	14%	14%
Below Level 1	7%	8%	7%	6%	5%
No Data	9%	7%	6%	5%	5%
At or Above the Provincial Standard‡	35%	34%	38%	40%	42%

Percentage of All Students at Each Level Over Time: Grade 9 Applied Course



* Refer to the EQAO Web site (www.eqao.com) for data from previous years.

† Because percentages in tables and graphs are rounded, and because graphs do not show all reporting categories, percentages may not add up to 100.

‡ These percentages are based on the actual number of students and cannot be calculated simply by adding the rounded percentages of students at Levels 3 and 4.

Observations

- Over the past five years, the percentage of students taking applied mathematics who performed at or above the provincial standard has increased by seven percentage points, from 35% to 42%.
- In 2010–2011, there was an increase of two percentage points from the previous year's percentage of students performing at or above the provincial standard in applied mathematics.

RESULTS BY GENDER*

Results for Female and Male Students Over Time

	2006–2007	2007–2008	2008–2009	2009–2010	2010–2011	2006–2007	2007–2008	2008–2009	2009–2010	2011–2011
	Female					Male				
	# = 22 126	# = 21 626	# = 21 752	# = 21 262	# = 19 721	# = 26 926	# = 26 182	# = 26 730	# = 26 304	# = 24 374
Level 4	4%	4%	4%	5%	5%	6%	6%	6%	8%	8%
Level 3	29%	28%	30%	31%	33%	31%	31%	35%	36%	36%
Level 2	38%	38%	37%	37%	37%	34%	34%	34%	33%	34%
Level 1	14%	16%	15%	16%	15%	13%	15%	13%	12%	13%
Below Level 1	7%	7%	7%	6%	5%	7%	8%	7%	5%	5%
No Data	8%	7%	6%	5%	5%	9%	7%	6%	5%	5%
At or Above the Provincial Standard†	33%	31%	34%	36%	39%	37%	36%	41%	44%	44%

* Because percentages in tables and graphs are rounded, and because graphs do not show all reporting categories, percentages may not add up to 100. Results by gender include only students for whom gender data were available.

† These percentages are based on the actual number of students and cannot be calculated simply by adding the rounded percentages of students at Levels 3 and 4.

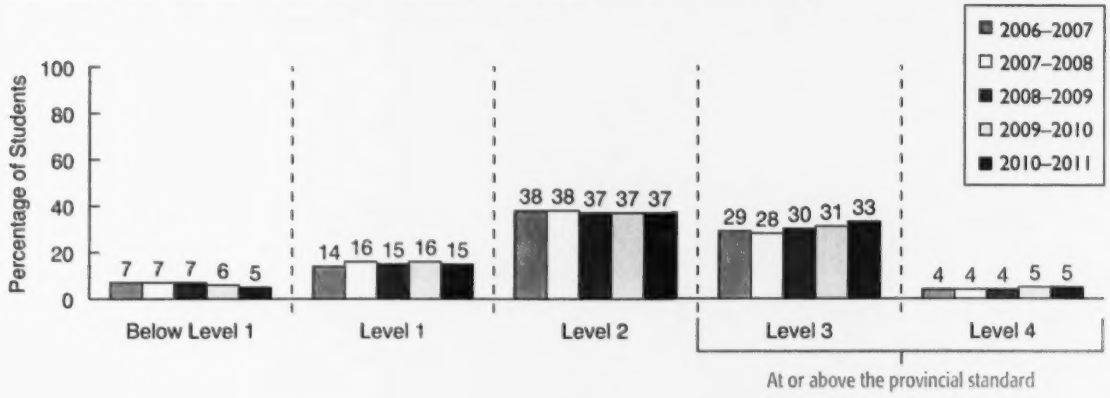
Observations

Over the past five years,

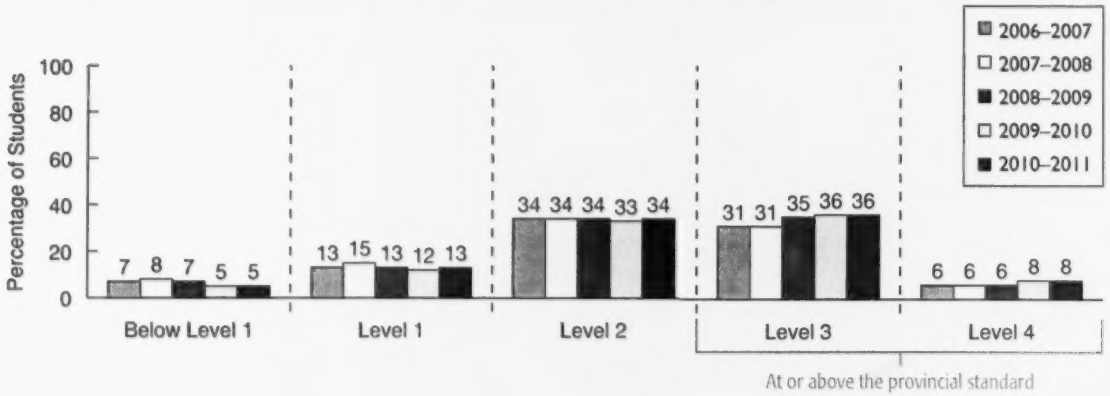
- the percentages of female and male students who performed at or above the provincial standard have increased by six and seven percentage points, respectively.

- a larger percentage of male than female students performed at or above the provincial standard. However, the gap in favour of male students has decreased since last year from eight to five percentage points.

Percentage of Female Students at Each Level Over Time: Grade 9 Applied Course



Percentage of Male Students at Each Level Over Time: Grade 9 Applied Course

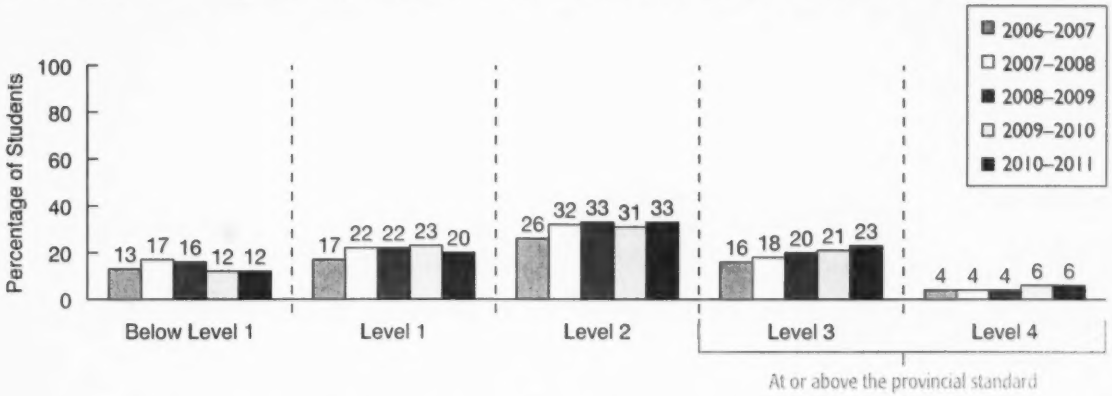


RESULTS BY STUDENT STATUS

Results for All English Language Learners Over Time*

	2006–2007	2007–2008	2008–2009	2009–2010	2010–2011
	# = 2396	# = 2266	# = 2532	# = 2857	# = 2894
Level 4	4%	4%	4%	6%	6%
Level 3	16%	18%	20%	21%	23%
Level 2	26%	32%	33%	31%	33%
Level 1	17%	22%	22%	23%	20%
Below Level 1	13%	17%	16%	12%	12%
No Data	24%	7%	6%	7%	6%
At or Above the Provincial Standard†	20%	22%	23%	27%	29%

Percentage of All English Language Learners at Each Level Over Time: Grade 9 Applied Course



* Because percentages in tables and graphs are rounded, and because graphs do not show all reporting categories, percentages may not add up to 100.

† These percentages are based on the actual number of students and cannot be calculated simply by adding the rounded percentages of students at Levels 3 and 4.

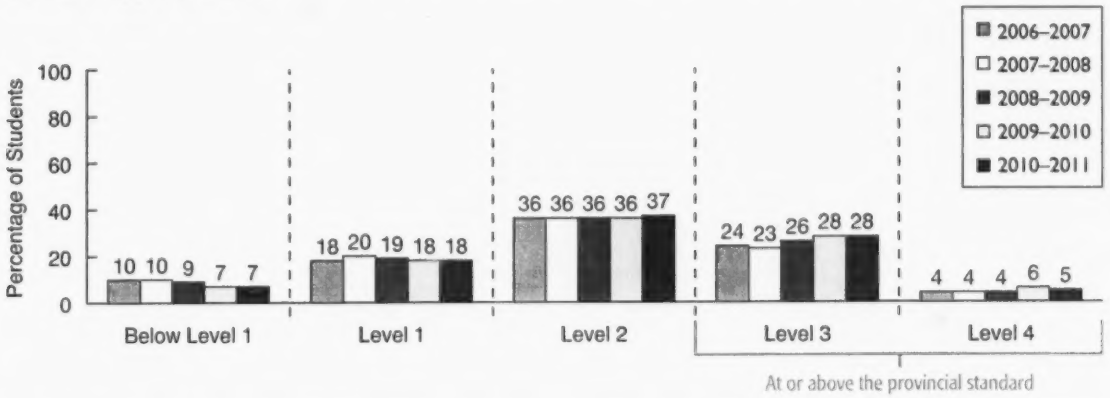
Observations

- Over the past five years, the percentage of English language learners who performed at or above the provincial standard has been increasing (from 20% to 29%).
- The percentage of English language learners performing at or above the provincial standard has increased by two percentage points (to 29%) since last year.

Results for All Students with Special Education Needs (Excluding Gifted) Over Time*

	2006–2007	2007–2008	2008–2009	2009–2010	2010–2011
	# = 12 562	# = 13 531	# = 14 483	# = 15 203	# = 14 436
Level 4	4%	4%	4%	6%	5%
Level 3	24%	23%	26%	28%	28%
Level 2	36%	36%	36%	36%	37%
Level 1	18%	20%	19%	18%	18%
Below Level 1	10%	10%	9%	7%	7%
No Data	8%	6%	5%	5%	4%
At or Above the Provincial Standard†	28%	27%	30%	33%	33%

Percentage of All Students with Special Education Needs (Excluding Gifted) at Each Level Over Time: Grade 9 Applied Course



* Because percentages in tables and graphs are rounded, and because graphs do not show all reporting categories, percentages may not add up to 100.

† These percentages are based on the actual number of students and cannot be calculated simply by adding the rounded percentages of students at Levels 3 and 4.

Observations

- Over the past five years, the percentage of students with special education needs performing at or above the provincial standard has increased by five percentage points.
- The percentage of students with special education needs performing at or above the provincial standard has remained the same as last year (33%).

Summary of Findings: Grade 9

Academic Course

- Over the past five years, the percentage of students taking academic mathematics who performed at or above the provincial standard has been increasing (it has increased from 71% to 83%).
- In 2010–2011, there was a slight increase of one percentage point from the previous year's percentage of students performing at or above the provincial standard in academic mathematics.
- Over the past five years, the percentages of female and male students who performed at or above the provincial standard have increased by 13 percentage points (to 82%) and by 12 percentage points (to 84%), respectively.
- Over the past five years, the percentage of English language learners who performed at or above the provincial standard has increased by 18 percentage points (to 79%)—a larger improvement than that among the Grade 9 academic mathematics population as a whole (12 points).
- Over the past five years, the percentage of students with special education needs performing at or above the provincial standard in academic mathematics has been increasing (it has increased from 57% to 73%)—a larger improvement than that among the Grade 9 academic mathematics population as a whole (12 points).
- Since 2007, on the questionnaire, the percentage of students who indicated that they agree or strongly agree with the statement "I am good at mathematics" has increased slightly. A larger percentage of male than female students have indicated that they agree or strongly agree with this statement.

Applied Course

- Over the past five years, the percentage of students taking applied mathematics who performed at or above the provincial standard has increased by seven percentage points, from 35% to 42%.
- In 2010–2011, there was an increase of two percentage points from the previous year's percentage of students performing at or above the provincial standard in applied mathematics.
- Over the past five years, the percentages of female and male students who performed at or above the provincial standard have increased by six (to 39%) and seven percentage points (to 44%), respectively.
- Over the past five years, the percentage of English language learners who performed at or above the provincial standard has been increasing (it has increased from 20% to 29%).
- Over the past five years, the percentage of students with special education needs performing at or above the provincial standard has increased by five percentage points (from 28% to 33%).
- Over the past five years, on the questionnaire, the percentages of students who indicated that they agree or strongly agree with the statements "I am good at mathematics" and "I like mathematics" have remained relatively stable. A larger percentage of male than female students have indicated that they agree or strongly agree with these two items.

Explanation of Terms: Grade 9

All Students

This term refers to all students in the Grade 9 mathematics course (applied or academic), including students for whom we have no data.

Provincial Standard

The Ministry of Education, in *The Ontario Curriculum*, has set Level 3 as the provincial standard. Level 3 identifies a high level of achievement of provincial expectations. The levels of achievement are aligned with the four-level scale developed by the Ministry of Education and used on the Provincial Report Card.

Level 4 (80–100%)

The student has demonstrated a very high to outstanding level of achievement. Achievement *surpasses* the provincial standard.

Level 3 (70–79%)

The student has demonstrated a high level of achievement. Achievement is *at* the provincial standard.

Level 2 (60–69%)

The student has demonstrated a moderate level of achievement. Achievement is below, but *approaching*, the provincial standard.

Level 1 (50–59%)

The student has demonstrated a passable level of achievement. Achievement is *much below* the provincial standard.

Below Level 1

The student has not demonstrated sufficient achievement of the curriculum expectations (below 50%).

No Data

This designates students who did not complete any part of the assessment due to absence for medical or other reasons.

English Language Learners

These are students who have been identified by the school in accordance with *English Language Learners: ESL and ELD Programs and Services: Policies and Procedures for Ontario Elementary and Secondary Schools, Kindergarten to Grade 12* (2007). Prior to 2007, English language learners were called English as a second language (ESL)/English literacy development (ELD) learners.

Students with Special Education Needs (Excluding Gifted)

Students with special education needs are students formally identified by an Identification, Placement and Review Committee (IPRC), and/or students who have an Individual Education Plan (IEP). Students whose sole identified exceptionality is giftedness are not includ.ed.

Strategies for Teachers: Grade 9

In 2010, EQAO added questions to the Grade 9 student and teacher questionnaires regarding the option for teachers to count the Grade 9 Assessment of Mathematics as part of the student's final course mark. EQAO analyzed the responses to study the impact of the practice on student achievement. One important finding was that a larger percentage of students achieved the provincial standard when they knew the results would be counted as part of their course mark. Key findings and implications for practice were presented in a September 2011 EQAO Memorandum to Secondary School Principals and Secondary Board Contacts. A detailed research bulletin will be posted on EQAO's public Web site in late fall 2011.

The following observations and suggested strategies for improvement are meant to assist educators in helping students develop and demonstrate their knowledge and skills in mathematics. The suggestions are based on an analysis of students' performance on the Grade 9 Assessment of Mathematics, Winter and Spring 2011, for both the academic and applied courses, and on feedback from teachers who scored the assessment.

The released questions can be found in the student assessment booklets and scoring guides (2010–2011) on the EQAO Web site, www.eqao.com.

For more information on the knowledge of content and the cognitive processes that students are required to demonstrate on the assessment, see the Grade 9 Assessment of Mathematics *Framework* on the EQAO Web site.

For more information on the terms in bold print, refer to the list of resources at the end of this section.

Observations, Strategies and Resources: Grade 9 Academic

Academic Course	Observations	Strategies for Improvement
Number Sense and Algebra	Responses to the questions in this strand indicate that students have a basic understanding of how to solve equations and simplify expressions. Students were reasonably successful substituting into and rearranging the formula in the open-response question. Scorers noted that some students combined the constant and variable terms when solving.	Continue to provide students with opportunities to practise substituting into, rearranging and solving equations. Continue to provide students with problems that require them to use algebraic skills in a variety of contexts. Model using **manipulatives** to collect like terms, and allow their use to aid in visualizing abstract concepts. Continue to teach and promote mental math strategies.
Linear Relations	Students were more successful on the multiple-choice than the open-response questions that required them to determine the equation of a linear relation. Scorers of open-response questions noted that some students did not recognize the non-uniform increases of the independent variable in the table. Another common error was treating the relationship as if it were a direct variation. Many students were successful at drawing a line of best fit and determining its slope.	Provide students with opportunities to work with data from linear relations in many representations (tables, graphs, descriptions) for both direct and partial variations. Be sure to include non-uniform increases in the independent variable and different scales on the horizontal and vertical axes of graphs.

Academic Course	Observations	Strategies for Improvement
Analytic Geometry (Academic Only)	Students performed least well on the questions from this strand. Scorers of the open-response question dealing with restrictions on the variables noted that many students stated a specific value but did not identify ranges of values for the variables.	Continue to develop concepts of Analytic Geometry through the concepts of Linear Relations. Provide students with opportunities to identify and explain restrictions on the variables of a linear relation.
Measurement and Geometry	In 2011, students performed best on the questions from this strand. Scorers of the open-response question dealing with unknown measures of angles noted that students made assumptions that lines were parallel without considering the information given in the diagram. Most students performed well on the question about the perimeter of a composite 2-D shape that involved semicircles, although some students continue to confuse area and perimeter.	Require students to write justifications that include geometric properties when determining unknown angle measures. Continue to review timelines to ensure that the expectations from this strand receive an appropriate amount of instructional time.
General Observations on the Mathematics Data	Students continue to be least successful on multiple-choice and open-response questions mapped to the skill Thinking and most successful on questions mapped to the skill Knowledge and Understanding. Students continue to omit important details and make incorrect assumptions when answering all types of mathematics questions.	Provide students with opportunities to solve open-ended problems in many contexts. Reinforce the **Four-Step Problem-Solving Model.** Provide opportunities for students to discuss different **problem-solving strategies** and present different solutions through group strategies such as **Bansho and math congress.** Continue to teach **reading and writing strategies** and how to use **graphic organizers** to help students organize the information in problems and solve them. Provide students with **samples of student work** at various levels of performance.
Students with Special Education Needs (Excluding Gifted)	Students with special education needs continue to perform less well than the general population and less well than English language learners.	Continue to **differentiate instruction** using the **Universal Design for Learning** for all students, but particularly for **students with special education needs.** Review the allowed accommodations listed in EQAO's *Grade 9 Assessment of Mathematics Guide for Accommodations and Special Provisions, 2011*, and assign them to students on an individual basis. Provide each student with these same accommodations throughout the course.

Academic Course	Observations	Strategies for Improvement
English Language Learners	English language learners performed well on the open-response question dealing with angles. English language learners were slightly more successful than the general population on the questions mapped to the skill Knowledge and Understanding.	Continue to provide opportunities for interactive problem solving and discussions of different ways to solve problems (e.g., through **Bansho**) to all students, but particularly to **English language learners.** Reinforce mathematical terminology throughout the mathematics curriculum and require students to use the terminology.
Gender	Overall, male students were slightly more successful than female students in all strands, skills and types of questions.	Provide collaborative learning opportunities using strategies that require all group members to have a voice, such as **think-pair-share.**

Observations, Strategies and Resources: Grade 9 Applied

Applied Course	Observations	Strategies for Improvement
Number Sense and Algebra	Students performed well on the multiple-choice questions involving simple ratios and unit rates. Students continue to struggle with questions requiring the simplification of algebraic expressions. Most students were successful with the open-response question requiring the substitution and the evaluation of formulas. Scorers noted that the students who were successful often showed many steps in their process.	Continue to provide students with **manipulatives** and instruction on how to use them to help them visualize and gain a **conceptual understanding** of abstract algebra concepts. Provide students with multiple opportunities to use algebra in all strands (e.g., solving for the unknown in problems involving angles or area). Require students to write solutions that show the steps of their process. Continue to teach and promote mental math strategies.
Linear Relations	Students were successful on the questions that involved graphing a linear relation from a description or a table of values. Judging by the wrong answer choices and the frequency with which they were chosen, many students overlooked important information when answering multiple-choice questions. Students struggled with the open-response question requiring them to write a story to explain a graph. Scorers of the open-response question noted that students who were unsuccessful focused on only one of distance, speed and time for all of the segments of the graph.	In graphing, continue to **model** the creation of appropriate scales that accommodate the given data. Be sure to use examples that have many-to-one and many-to-many correspondences. Provide students with opportunities to make connections between different representations of linear relations (e.g., graphs, tables of values, equations and descriptions), and use these connections to write equations equivalent to the other representations. Continue to provide opportunities for students to describe situations illustrated by graphs. Include variations in scales, starting points and contexts.

Applied Course	Observations	Strategies for Improvement
Measurement And Geometry	Students performed least well on the questions from this strand. Students struggled with questions involving the Pythagorean theorem, both when they were directed to use it and when they were required to choose it. Students were reasonably successful on the open-response question involving area and cost. Scorers noted that some students attempted to apply the Pythagorean theorem when it was not required. Students were more successful on the question that required them to find an angle measure when there was only one than when there were more than one.	Continue to relate the geometric representation of the Pythagorean theorem to the algebraic representation through visuals. **Model** when to apply the theorem in problems and when not to. **Model** how to make a plan to solve for unknown angle measures in problems with more than one. Require students to write justifications that include geometric properties when determining unknown angle measures.
General Observations on the Mathematics Data	Students were least successful on multiple-choice and open-response questions mapped to the skill Knowledge and Understanding and most successful on questions mapped to the skill Application. Students continue to miss important details and make incorrect assumptions when answering all types of mathematics questions.	Reinforce the **Four-Step Problem-Solving Model.** Provide opportunities for students to discuss different **problem-solving strategies** and present different solutions through group strategies such as **Bansho and math congress.** Continue to teach **reading and writing strategies** and how to use **graphic organizers** to help students organize the information in problems and solve them. Provide students with **samples of student work** at various levels of performance.
Students with Special Education Needs (Excluding Gifted)	Students with special education needs continue to perform less well than the general population. Students with special education needs continue to exhibit the same pattern of relative strengths and weaknesses as the general population. Students with special education needs were more successful on the open-response questions than English language learners.	Continue to **differentiate instruction** using the **Universal Design for Learning** for all students, but particularly for **students with special education needs.** Review the allowed accommodations listed in EQAO's *Grade 9 Assessment of Mathematics Guide for Accommodations and Special Provisions, 2011*, and assign them to students on an individual basis. Provide each student with these same accommodations throughout the course.
English Language Learners	Overall, English language learners performed less well than students with special education needs. However, English language learners were more successful on the multiple-choice questions. Overall, English language learners exhibited the same pattern of relative strengths and weaknesses as did the general population.	Continue to provide opportunities for interactive problem solving and discussions of different ways to solve problems (e.g., through **Bansho**) to all students, but particularly to **English language learners.** Reinforce mathematical terminology throughout the mathematics curriculum and require students to use the terminology.
Gender	Overall, male students were slightly more successful than female students on multiple-choice and open-response questions on all strands and skills.	Provide collaborative learning opportunities using strategies that require all group members to have a voice, such as **think-pair-share.**

Academic and Applied Courses

List of Resources

If you are reading the version of this document found on the EQAO Web site, www.eqao.com, please use the hyperlinks to the listed resources.

Bansho and math congress

- Ministry of Education of Ontario. (n.d.). Bansho and math congress. In *What's important to do and to know about Bansho?* Available at http://www.edugains.ca/resources/EffectiveQuestioning/MathCAMPPP2010/CAMPPP_K-2/Day_4/3%20High%20Yield%20Strategies%20in%20Math.pdf

Conceptual understanding

- Ministry of Education of Ontario. (2005). The link between procedural knowledge and conceptual understanding (p. 74). In *Education for all: The report of the expert panel on literacy and numeracy instruction for students with special education needs, kindergarten to Grade 6.* A brief discussion of the link between procedural knowledge and conceptual understanding, available at http://www.edu.gov.on.ca/eng/document/reports/speced/panel/speced.pdf

Differentiated instruction

- Ministry of Education of Ontario. (2005). Differentiated instruction. In *Targeted implementation and planning supports for revised mathematics (TIPS4RM), Grades 7, 8, 9 applied and 10 applied: Developing mathematical literacy* (pp. 23, 36–147). Outlines of differentiation based on various student and learning factors, available at http://www.edu.gov.on.ca/eng/studentsuccess/lms/files/tips4rm/TIPS4RMDevMathLit.pdf
- Ministry of Education of Ontario. (n.d.). *Professional learning guide: Differentiated instruction.* Description of what differentiated instruction means in the classroom and considerations relating to its implementation, available at http://www.edu.gov.on.ca/eng/studentsuccess/lms/differentiatedInstruction.pdf
- Ministry of Education of Ontario. (2005). Differentiated instruction. In *Education for all: The report of the expert panel on literacy and numeracy instruction for students with special education needs, kindergarten to Grade 6* (pp. 14–15). An overview, available at http://www.edu.gov.on.ca/eng/document/reports/speced/panel/speced.pdf
- Literacy and Numeracy Secretariat (Producer). (2006, March 29). *Differentiated instruction: Continuing the Conversation* [Webcast]. Available at http://www.curriculum.org/secretariat/march29.shtml
- Literacy and Numeracy Secretariat (Producer). (2008, May 26). *Differentiating Mathematics Instruction* [Webcast]. Available at http://www.curriculum.org/secretariat/may28.shtml

English language learners

- Ministry of Education of Ontario. (2005). In *TIPS for English language learners in mathematics, Grades 7, 8, 9 applied and 10 applied: Developing mathematical literacy for all.* Support for teachers of English language learners in Grade 9 applied courses, available at http://www.edu.gov.on.ca/eng/studentsuccess/[illegible]/files/ELLMath4All.pdf
- Ministry of Education of Ontario. (2005). *Many roots, many voices: Supporting English language learners in every classroom: A practical guide for Ontario educators.* Insights on ways to assist English language learners, available at http://www.edu.gov.on.ca/eng/document/manyroots/manyroots.pdf
- EQAO's sample assessment questions, which include scoring guides, item-specific rubrics and sample student responses. Available at http://www.eqao.com/Educators/Secondary/09/BookletsandGuides.aspx?Lang=E&gr=09&yr=11

Four-Step Problem-Solving Model

- Ministry of Education of Ontario. (2005). *The Ontario Curriculum, Grades 1–8: Mathematics.* Available at http://www.edu.gov.on.ca/eng/curriculum/elementary/math18curr.pdf

Graphic organizers

- Ministry of Education of Ontario. (2005). Graphic organizers. In *Targeted implementation and planning supports for revised mathematics (TIPS4RM), Grades 7, 8, 9 applied and 10 applied: Developing mathematical literacy* (p. 25). An overview, available at http://www.edu.gov.on.ca/eng/studentsuccess/lms/files/tips4rm/TIPS4RMDevMathLit.pdf
- Ministry of Education of Ontario. (n.d.). *Professional learning guide: Graphic organizers.* Available at http://www.edu.gov.on.ca/eng/studentsuccess/lms/graphicOrganizers.pdf
- Ministry of Education of Ontario. (2004). *Think literacy: Cross-Curricular Approaches, Grades 7–12: Mathematics, Grades 7–9.* Examples of graphic organizers, available at http://www.edu.gov.on.ca/eng/studentsuccess/thinkliteracy/files/ThinkLitMath.pdf

Academic and Applied Courses

List of Resources

Manipulatives (concrete materials)

- Ministry of Education of Ontario. (n.d.). *Professional learning guide: Manipulatives*, available at http://www.edu.gov.on.ca/eng/studentsuccess/lms/manipulatives.pdf
- Ministry of Education of Ontario. (2005). Concrete materials. In *Targeted implementation and planning supports for revised mathematics (TIPS4RM), Grades 7, 8, 9 applied and 10 applied: Developing mathematical literacy* (p. 22). Available at http://www.edu.gov.on.ca/eng/studentsuccess/lms/files/tips4rm/TIPS4RMDevMathLit.pdf
- Ministry of Education of Ontario. (2004). Making available and using a rich array of manipulatives. Embedding manipulatives into instructional practice. In *Leading math success: Mathematical literacy, Grades 7–12: The report of the expert panel on student success in Ontario* (pp. 48–50 and 58). A list of essential manipulatives, available at http://www.edu.gov.on.ca/eng/document/reports/numeracy/numeracyreport.pdf
- Ministry of Education of Ontario. (n.d.). *Manipulatives and technologies: Their role in teaching and learning mathematics* [Slide presentation]. Examples of the use of manipulatives, available at http://www.edu.gov.on.ca/eng/studentsuccess/lms/library.html#family

Modelling

- Ministry of Education of Ontario. (2005). Modelling. In *Education for all: The report of the expert panel on literacy and numeracy instruction for students with special education needs, kindergarten to Grade 6* (pp. 63–64). Suggestions on modelling, available at http://www.edu.gov.on.ca/eng/document/reports/speced/panel/speced.pdf

Problem-solving strategies

- Ministry of Education of Ontario. (2005). Problem solving. *Targeted implementation and planning supports for revised mathematics (TIPS4RM), mathematical processes* (p. 2). Available at http://www.edu.gov.on.ca/eng/studentsuccess/lms/files/tips4rm/TIPS4RMProcesses.pdf
- Ministry of Education of Ontario. (2006). Problem-solving strategies. In *A guide to effective instruction in mathematics, kindergarten to Grade 6: Volume 2: Problem solving and communication* (pp. 38–44). Available at http://www.eworkshop.on.ca/edu/resources/guides/Guide_Math_K_6_Volume_2.pdf

Reading and writing strategies

- Ministry of Education of Ontario. (2004). *Think literacy: Cross-Curricular Approaches, Grades 7–12: Mathematics, Grades 7–9*. Available at http://www.edu.gov.on.ca/eng/studentsuccess/thinkliteracy/files/ThinkLitMath.pdf

Samples of student work

- Ministry of Education of Ontario. (2000). *The Ontario curriculum exemplars, Grade 9: Mathematics*. Available at http://www.edu.gov.on.ca/eng/curriculum/secondary/math9ex/

Students with special education needs

- Literacy and Numeracy Secretariat. (2008, May 2). *High-yield strategies to improve student learning* [Webcast]. See the numeracy segments, available at http://www.curriculum.org/secretariat/may2.shtml
- Ministry of Education of Ontario. (2005). *Education for all: The report of the expert panel on literacy and numeracy instruction for students with special education needs, kindergarten to Grade 6*. Available at http://www.edu.gov.on.ca/eng/document/reports/speced/panel/speced.pdf

Think-pair-share

- Ministry of Education of Ontario. (2004). Pair work: Think/pair/share. In *Think literacy: Cross-Curricular Approaches, Grades 7–12: Mathematics, Grades 7–9* (pp. 96–98). Available at http://www.edu.gov.on.ca/eng/studentsuccess/thinkliteracy/files/ThinkLitMath.pdf

Universal Design for Learning

- Ministry of Education of Ontario. (2005). Universal design for learning (UDL). In *Education for all: The report of the expert panel on literacy and numeracy instruction for students with special education needs, kindergarten to Grade 6* (pp. 10–13). Available at http://www.edu.gov.on.ca/eng/document/reports/speced/panel/speced.pdf

Case Studies: Schools on the Journey of Learning—Grade 9

Case Studies: Schools on the Journey of Learning

OBSERVATIONS FROM THE FIELD

Once again, EQAO is pleased to profile secondary school communities from across the province that are using provincial assessment results from the Grade 9 Assessment of Mathematics as evidence contributing to their school improvement planning. The profiled schools are at various stages in their journey of learning and continuous improvement. They are representative of the dedicated school communities that can be found right across Ontario. These schools are notable for their success in improving the numeracy skills of their students, as demonstrated by the EQAO results over time.

Common themes that schools identify as factors in how they address the mathematical learning needs of students include the following:

- Principals and teachers have become more adept at using EQAO assessment results and other data as a reference point to identify the educational needs of all students and to guide their instructional and assessment practices.
- Cross-panel communication and data sharing among Grades 7, 8 and 9 teachers have had a positive impact on the achievement of elementary students as they transition to the high school mathematics program.
- A variety of in-school tutoring programs to support mathematics learning have contributed to improved student achievement.
- The use of technology to support the delivery of curriculum has contributed to increased student engagement.
- Teamwork and collaboration within the mathematics department facilitate the consistent delivery of instruction and assessment for the benefit of students.
- Initiatives by schools to engage parents have resulted in an increase in parental involvement, which has had a positive impact on student success.

EQAO celebrates these schools' stories and applauds the efforts of Ontario's educators, parents and public as we all work together to inspire students to become successful learners.

Neil McNeil Catholic High School

TORONTO CATHOLIC DISTRICT SCHOOL BOARD

Student population: 833; Grades: 9–12; Principal: Michael Wallace

Established as an all-boys' school in 1958, Neil McNeil Catholic High School continues to reflect its founding fathers' commitment to opportunity in education. Situated in Toronto's east end, the school provides exceptional programs for the academic and moral development of 833 students with a vast range of ethnic, socio-economic and educational backgrounds. Given this diversity and the fact that McNeil's Grade 9 students are drawn from 20 different elementary schools, the rapid increase in student success, especially at the applied level on the EQAO math assessment, is all the more inspiring.

The school's results were not as strong five years ago, when half the Grade 9 students were struggling with one or two courses and EQAO data indicated that most students in applied courses were underperforming in math. Experts at interpreting external data to address local needs, the staff responded to their EQAO data by adding to the math curriculum a school-wide literacy component in the form of a four-step problem-solving approach. They found the data allowed them to focus their instruction on specific math strands that incorporated kinesthetic, visual and real-world problems, thereby improving student engagement. In addition, a balanced assessment program was implemented. For example, in the first two weeks of school, an in-house diagnostic test was administered to all Grade 9 math students to ensure each was placed appropriately. The increased use by department staff of a three-part lesson model, manipulatives and calculators has increased course consistency and continuity. Math lessons are explicit, intentional and related to the "real world."

The strength of the department is having qualified math professionals, including the department head, teach the Grade 9 courses. Passionate about math, this exceptionally collaborative and collegial community works tirelessly toward student success, teaching all levels, welcoming new ideas and taking risks. Everyone plans one course, distributes materials and designs evaluative procedures with input from colleagues. Experience has taught them that once a student's social and emotional needs are met, academic growth will follow. Focusing on the whole child through action research and student surveys, the staff measure the well-being of students and tailor curriculum to capitalize on their interests and skills. Parents are also involved—for example, through a speaker series on boy-centred educational issues, which allows teachers and parents to share a common language.

As in many successful schools, a fundamental set of values and an unswerving belief in achievement for all students is shared among departments. The Neil McNeil staff form a dynamic transformational team and, intentionally and over time, have created a culture of caring, belonging and academic excellence.

Mike Fellin, Vicky Zeltins, Nicholas Kovacs, Anne Buckley, Paul Edwards, Michael Wallace (principal)

This is aptly demonstrated by the leadership course for Grade 11 students. This course serves as a vehicle for building confidence, instilling positive values and forging a stronger connection to the school among the leadership students and the Grade 9 boys they tutor twice weekly. Responsibility and accountability are essential features of this program. Indeed, giving back rather than taking is at the very core of Neil McNeil philosophy.

Principal Michael Wallace says: "We're getting at the core of what is the essential job of a school. It's really about kids and their development from the minute they get to the door to the minute they graduate."

Mindful that success in the first semester is of paramount importance, the school is serious about providing a smooth and positive passage from elementary to secondary school. While many features such as cross-panel sharing and gathering data are familiar transitional practices, the thoroughness, scope and duration of the supports in this building far exceed expected measures.

"We're getting at the core of what is the essential job of a school. It's really about kids and their development from the minute they get to the door to the minute they graduate."

Michael Wallace, principal

"You can spend as much time as you want analyzing data and figuring out how to teach math, but if you do not get to the core values of the school, if you do not look at the whole child, you will miss it. These people (teachers) did not miss it. They nailed it."

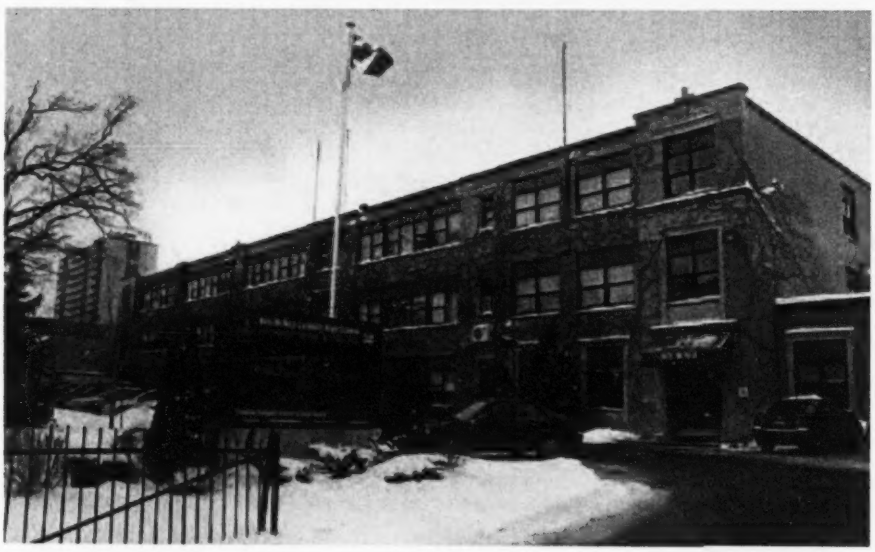
Michael Wallace, principal

Principal Wallace says: "In the transition from Grade 8 to Grade 9, this particular school has taken cognitive leaps and done it in what is probably a close-to-miraculous way."

Creative partnerships with like-minded agencies, such as the Big Brothers' Association, have enriched this school immeasurably and helped it establish a culture of inclusiveness, enlightenment and excellence. Additionally, a student orientation day in August and an outdoor sports camp weekend on the first weekend of school yield untold sustainable benefits in terms of school spirit, academic aspirations and character building. At the camp, Grades 11 and 12 leaders are responsible for planning and providing opportunities for students to connect during team-building activities. Teachers are a supportive presence and model their role as caring adults for senior students who will mentor Grade 9 students throughout the year.

Tutoring is mandatory for Grade 9 students scoring under 65% on their first report card and is looked on as a positive opportunity. It is built into the school schedule, with Grades 9 and 11 classes sharing lunch periods. Tutors even pick up tutees before proceeding to the cafeteria, where they have priority in the food line. In addition to gaining credits, fulfilling volunteer service requirements and earning two spares weekly, older students experience the satisfaction of helping others while improving their own skills. Student engagement is a key strategy for every learner.

Principal Wallace shares his leadership role and respects, supports and trusts his staff immensely. He understands that excellent teachers transcend resources, programs and devices. He attributes the extraordinary successes at this school directly to them: "You can spend as much time as you want analyzing data and figuring out how to teach math, but if you do not get to the core values of the school, if you do not look at the whole child, you will miss it. These people (teachers) did not miss it. They nailed it."



Neil McNeil Catholic High School

GRADE 9 STUDENT POPULATION

	ACADEMIC	APPLIED
Female	0%	0%
Male	100%	100%
English language learners	12%	17%
Special education needs	5%	47%
Speaks primarily a language other than English at home	9%	17%

St. Jean de Brebeuf Catholic High School

YORK CATHOLIC DISTRICT SCHOOL BOARD

Student population: 1550; Grades: 9–12; Principal: Romolo Villani

St. Jean de Brebeuf Catholic High School serves a large and rapidly growing, mixed socio-economic area in Woodbridge. It offers academic and applied programs to 1550 students in Grades 9–12. In the six years since the school opened, its population has grown threefold. Many students are first or second generation Canadians and speak another language at home. In the past, that language was Italian, but now the population is very diverse, representing 42 nationalities. The school's multicultural and equity councils encourage all students to celebrate their heritage.

To promote an atmosphere that fosters academic success, St. Jean de Brebeuf had a closed campus for its first five years. All students stayed on school property for the entire school day, resulting in fewer distractions to their learning. Although with 18 portables it is now difficult to control student movement, administration believes that the closed campus has been a key factor in the school's success. Extra tutorials and help labs are available to students in every subject, and monthly reports keep parents informed about their children's progress.

The staff at Brebeuf use many sources of data to inform the school improvement plan. The Grade 9 mathematics teachers have a release day to review EQAO's Detailed School Results and compare this to the Grade 9 assessment results from previous years. They also analyze the EQAO Cohort Tracking report information from EQAO's junior-division mathematics assessment Item Information Report, Individual Student Data files and classroom assessment data for all their Grade 9 students.

Teachers are trained in understanding student cognitive profiles and in using software for graphing this data. They can track every student by gender, accommodation needs and responses. They also check on possible problems with literacy that may affect students' performance on the OSSLT. Having examined carefully all the data to pinpoint students' strengths and areas for improvement, teachers and the mathematics consultant develop a plan called Agenda for Action.

A cross-panel team of Grade 9 mathematics teachers and Grades 7–8 teachers from the family of schools meets regularly. As part of the Agenda for Action, they graph individual results question by question, noting levels of achievement, student misconceptions and gaps in understanding. Through a Ministry and York Catholic DSB initiative, teachers received training in planning and delivering three-part lessons and acquired useful strategies to use in diagnostic assessments and differentiated instruction.

"If you have a collaborative environment, where people feel comfortable taking risks, good things happen."

Romolo Villani, principal

Rossana Ottaviano, Romolo Villani (principal), Doris Calderan

Principal Romolo Villani says: "As a professional learning community, we want to identify problems in our programs. We want to learn how to develop better lesson plans, better delivery and better assessment and evaluation to bring about the best teaching. If you have a collaborative environment, where people feel comfortable taking risks, good things happen."

Guided by the board's mathematics consultant, teachers reviewed EQAO's Profile of Strengths and Areas for Improvement. Finding that problem solving was an area of weakness, especially for students in the Grade 9 applied mathematics courses, they worked as a team to plan, teach and review lessons. They encouraged students to use different methods when solving open-routed problems, such as making a model, diagram or table. Students came to realize that all methods are valid and that they can achieve a Level 4 answer through trial and error. They now attempt to solve every question. Other teachers are invited to observe and share successful practices.

Teachers have had strong administrative support. Ministry and board initiatives and dedicated in-school budgeting have facilitated professional development, provided release time and enabled purchase of new technology, such as interactive white

boards and wireless student response systems (clickers), for the classrooms. Administrators work closely with the teachers and regularly attend mathematics department meetings. Class size in the applied mathematics courses is kept low, with teachers having common lunch and preparation periods. For consistency, fewer teachers are assigned to teach Grade 9 mathematics, and those teachers remain at that grade.

Teachers plan and assess as a team, keeping instruction and assessment consistent for all students. They work with the special education department as well, providing accommodations and practice in reading and understanding multiple-choice questions. Ongoing meetings among Grades 7–9 teachers facilitate student placement, which is confirmed through diagnostic testing early in Grade 9. If student success team members think movement or remediation is appropriate, they explain options and resources to parents and students.

The staff have worked hard to improve delivery of curriculum, especially for students taking courses in applied mathematics. Improved attendance, course completion, class medians and exceptional success on the EQAO Grade 9 assessment are evidence of their success. The cohort data shows that students who experienced challenges with and disliked mathematics in elementary school now like this subject.

Brebeuf teachers collaborate by course, grade, department and family of schools. They receive professional development, resources and practical support from the York Catholic Board and from their own administration team. The staff work in an atmosphere of collegiality and optimism. They understand that purposeful change can foster success.

Principal Villani says: "We feel that it's important to create an environment that is collaborative, where people are using data and learning from data. There is a culture of collegiality among our teachers, where they learn from each other. We are here to serve, and the best way to serve is to have an openness to learn. In an atmosphere that says we are all in this together, staff and students will shine."

"There is a culture of collegiality among our teachers, where they learn from each other. We are here to serve, and the best way to serve is to have an openness to learn. In an atmosphere that says we are all in this together, staff and students will shine."

Romolo Villani, principal

GRADE 9 STUDENT POPULATION

	ACADEMIC	APPLIED
Female	46%	50%
Male	54%	50%
English language learners	0%	0%
Special education needs	3%	37%
Speaks primarily a language other than English at home	12%	10%

St. Jean de Brebeuf Catholic High School

St. Theresa Catholic Secondary School

ALGONQUIN AND LAKESHORE CATHOLIC DISTRICT SCHOOL BOARD

Student population: 750; Grades: 9–12; Principal: Nancy McKeown

St. Theresa in Belleville offers a caring and stimulating environment to a largely homogeneous group of 750 students in Grades 9–12. Putting students first, the staff have created a culture in which pupils feel safe and comfortable. Student voices are heard and respected, and expectations are clearly delineated and understood. Peer mentors, along with guidance and school support personnel, play an important supportive role, especially for incoming students. Innovative activities such as Grade 9 class shadowing for prospective students, evening parent meetings, an orientation day in August, "Girls' Night" funded by a Speak Up grant, Fun Day in September and boys' snowshoeing and ice programs contribute immensely to community spirit. With most students bused in from the surrounding rural area, the school must ensure that all students have equal access to rich and varied extracurricular programming and academic assistance after class. To this end, the timetable features an extended lunch, and the school has accessed a grant that subsidizes late rides home. These efforts have dramatically improved EQAO math results, particularly at the applied level, and they speak volumes about the dedication of the staff to after-hours activities.

Parents too demonstrate trust and pride in St. Theresa, while the staff strengthen the home/school relationship through agendas, phone calls, meetings, the school Web site, newsletters and an active parent council.

St. Theresa's staff understand the direct and positive correlation between student engagement and academic success. For this reason, teachers continuously track and update individual profiles. All students and staff expect to find a strong correlation between EQAO and local data. Before students arrive, the school performs an intensive fact-finding mission about student needs. Diagnostic tests, administered to all Grade 9 math students in the first few days of the course, also assist in determining appropriate pupil placement. Using the resulting data, staff immediately identify students with special needs and those deemed at risk for an intensive General Learning Strategies course in the first semester.

Michael Zanette, Nancy McKeown (principal), Stephen Tracze

Embedding sample EQAO questions in all math assignments, quizzes, unit tests and investigations has proven to be a successful strategy for aligning literacy with numeracy. Data show that students in applied and academic programs are comfortable and confident with the language of the curriculum, with the majority stating that they understand the mathematics they are taught. Teachers also understand that the needs of their students differ from program to program, so they employ varied instructional methods. Teachers and trained student mentors, focusing equally on numeracy and literacy, employ direct, explicit instructional methods using a multiple-intelligence format to probe and accommodate student learning styles. Subsequent successes in EQAO math administrations validate these early intervention strategies.

Direct teaching, actively applying what is learned, chunking information and breaking operations into smaller steps, while continuously communicating, questioning and monitoring, are

"Today I know that the student successes at St. Theresa come from regular and close supervision of our data. It's a very important part of how we look forward for our students. At St. Theresa, staff, students and parents have bought into the value of using data. Data has shown us clearly who is learning to their potential, who is not and helps us decide what to do about that."

Nancy McKeown, principal

key to St. Theresa's success. Teachers check for understanding and continually reinforce concepts until students can apply them independently. In the school's technology-rich environment, which includes Smart Boards and online applications, students and staff are fully engaged and highly motivated to succeed.

Additionally, prompted by research, St. Theresa staff have found that scheduling Grades 9 and 10 math classes in the morning enhances student achievement. Similarly, aligning academic and applied mathematics classes facilitates seamless program and timetabling changes, while providing consistency for students. Common planning times also allow math teachers to communicate more effectively and build capacity. This practice corresponds with a current board-wide focus on communication, which has lead to new levels of transparency among teachers, students and parents. Guided by math coaches, teachers are refining their expertise and building confidence with initiatives such as moderated marking, assessment evaluation surveys and common math assessments they have developed themselves. As well, working collaboratively with data has helped teachers identify trends over time in Grade 9 EQAO results, which has helped guide their next steps as well of those of their students. The department's goal is to work toward consistent program delivery across the grades.

Principal Nancy McKeown says: "Today I know that the student successes at St. Theresa come from regular and close supervision of our data. It's a very important part of how we look forward for our students. At St. Theresa, staff, students and parents have bought into the value of using data. Data has shown us clearly who is learning to their potential, who is not and helps us decide what to do about that."

Intense cross-panel communication and data-sharing by transitional teams with St. Theresa's 16 feeder schools (Catholic public, public and Aboriginal) prior to the Grade 9 cohort's entry is important for student success. Through the Math-Gains program, Grade 9 teachers share EQAO numeracy data, learn with their elementary counterparts about moderated marking techniques and work toward common strategies in program delivery and assessment.

The administration at St. Theresa has long been firm, purposeful and transparent in its mission to ensure the school fulfills its mandate as an academic institution with high expectations for continuous improvement. Obviously, through collaboration, consistency, direct focus and exemplary teaching practices, the school's hard-working team has attained its goal.

St. Theresa Catholic Secondary School

GRADE 9 STUDENT POPULATION

	ACADEMIC	APPLIED
Female	54%	47%
Male	46%	53%
English language learners	0%	0%
Special education needs	3%	40%
Speaks primarily a language other than English at home	0%	4%

Ontario Secondary School Literacy Test

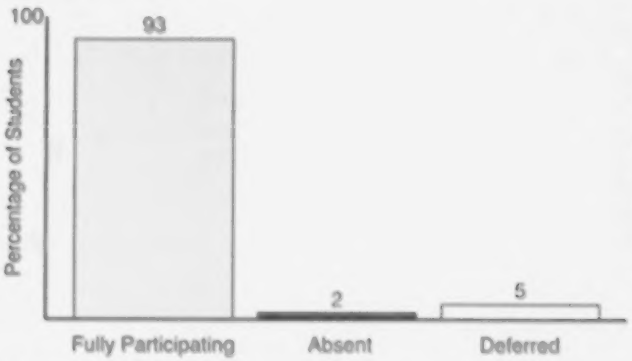
Results at a Glance: OSSLT

FIRST-TIME ELIGIBLE STUDENTS

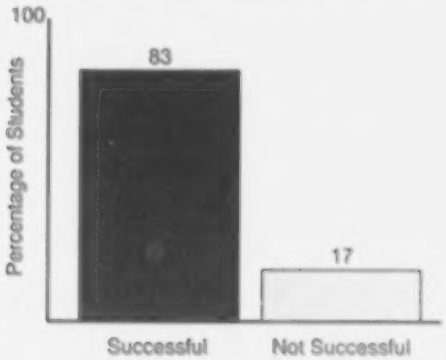
Results for First-Time Eligible Students, March 2011*

	ALL STUDENTS # = 153 635		FULLY PARTICIPATING STUDENTS # = 143 246
SUCCESSFUL	*118 961*	77%	83%
NOT SUCCESSFUL	*24 285*	16%	17%
FULLY PARTICIPATING	*143 246*	93%	
ABSENT	*3 237*	2%	
DEFERRED	*7 152*	5%	

Participation Rate: All Students, 2011



Success Rate: Fully Participating Students, 2011



* Percentages in tables and bar graphs may not add up to 100, due to rounding.

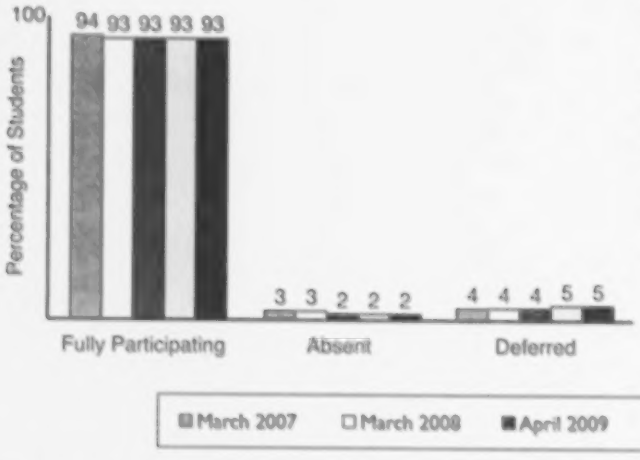
Observations

- Ninety-three percent of first-time eligible students participated in the March 2011 OSSLT.
- Eighty-three percent of fully participating first-time eligible students were successful on the test.

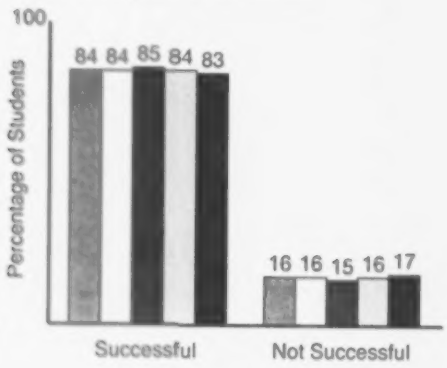
Results for First-Time Eligible Students Over Time*

	ALL STUDENTS					FULLY PARTICIPATING STUDENTS				
	Mar. 2007 # = 155 906	Mar. 2008 # = 156 151	Apr. 2009 # = 152 830	Apr. 2010 # = 153 490	Mar. 2011 # = 153 636	Mar. 2007 # = 146 173	Mar. 2008 # = 145 603	Apr. 2009 # = 142 394	Apr. 2010 # = 142 955	Mar. 2011 # = 143 246
SUCCESSFUL	79%	78%	79%	78%	77%	84%	84%	85%	84%	83%
NOT SUCCESSFUL	15%	15%	14%	15%	16%	16%	16%	15%	16%	17%
FULLY PARTICIPATING	94%	93%	93%	93%	93%					
ABSENT	3%	3%	2%	2%	2%					
DEFERRED	4%	4%	4%	5%	5%					

Participation Rates Over Time: All Students



Success Rates Over Time: Fully Participating Students



* Percentages in tables and bar graphs may not add up to 100, due to rounding.

Observations

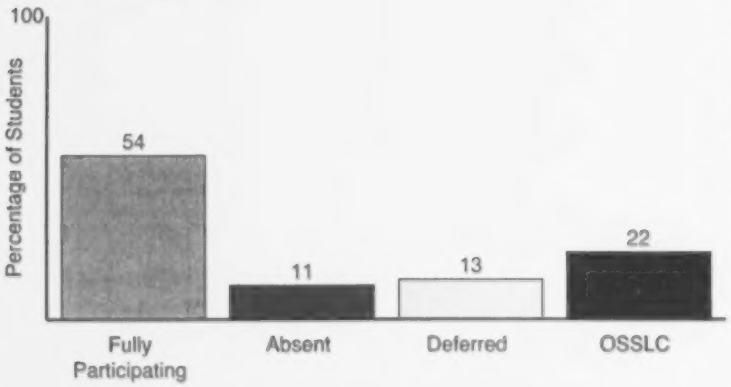
- Over the past five years, the overall participation rate for first-time eligible students has been 93%–94% consistently.
- Over the past five years, the percentage of absent students has been 2% or 3% consistently, while the percentage of deferred students has been 4% or 5%.
- Over the past five years, the success rate has remained relatively stable (between 83% and 85%). However, for the second consecutive year, the success rate has decreased by one percentage point (to 83%).

PREVIOUSLY ELIGIBLE STUDENTS

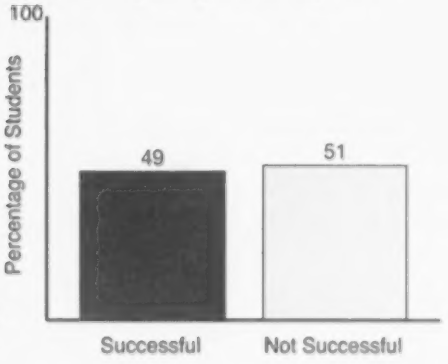
Results for Previously Eligible Students, March 2011*

	ALL STUDENTS # = 54 243		FULLY PARTICIPATING STUDENTS # = 29 539
SUCCESSFUL	14 607	27%	49%
NOT SUCCESSFUL	14 932	28%	51%
FULLY PARTICIPATING	29 539	54%	
ABSENT	5 737	11%	
DEFERRED	7 049	13%	
FULFILLING THE REQUIREMENT THROUGH THE OSSLC†	11 918	22%	

Participation Rate: All Students, 2011



Success Rate: Fully Participating Students, 2011



* Percentages in tables and bar graphs may not add up to 100, due to rounding.

† See Explanation of Terms.

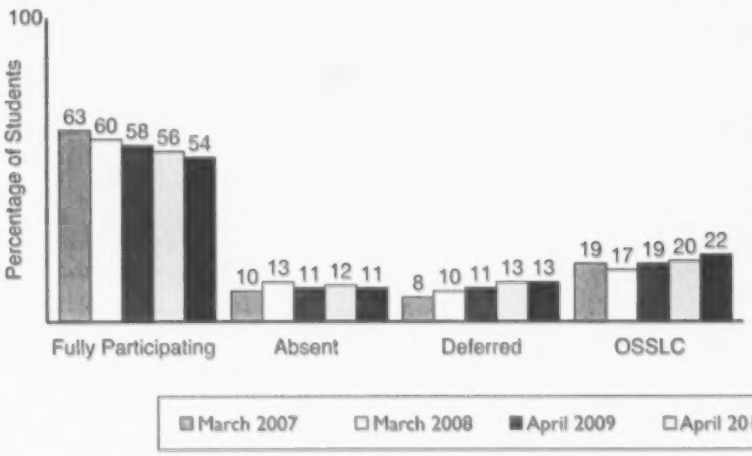
Observation

- Of the previously eligible students, 54% participated fully in the 2011 test, among whom 49% were successful.

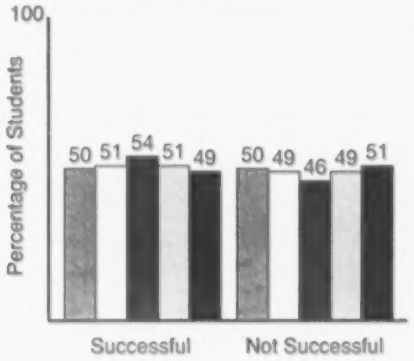
Results for Previously Eligible Students Over Time*†

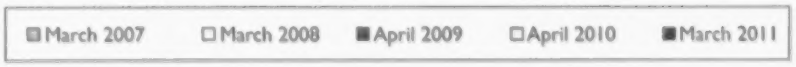
	ALL STUDENTS					FULLY PARTICIPATING STUDENTS				
	Mar. 2007 # = 47 670	Mar. 2008 # = 50 352	Apr. 2009 # = 52 571	Apr. 2010 # = 51 669	Mar. 2011 # = 54 243	Mar. 2007 # = 29 951	Mar. 2008 # = 30 413	Apr. 2009 # = 30 751	Apr. 2010 # = 28 694	Mar. 2011 # = 29 539
SUCCESSFUL	32%	31%	31%	28%	27%	50%	51%	54%	51%	49%
NOT SUCCESSFUL	31%	30%	27%	27%	28%	50%	49%	46%	49%	51%
FULLY PARTICIPATING	63%	60%	58%	56%	54%					
ABSENT	10%	13%	11%	12%	11%					
DEFERRED	8%	10%	11%	13%	13%					
OSSLC‡	19%	17%	19%	20%	22%					

Participation Rates Over Time: All Students



Success Rates Over Time: Fully Participating Students





* Percentages in tables and bar graphs may not add up to 100, due to rounding.
† Since the demographic nature of the previously eligible student population varies from year to year, caution must be used in interpreting these data.
‡ See Explanation of Terms.

Observations

- Over the past five years, the overall participation rate for students has steadily declined (from 63% in March 2007 to 54% in March 2011). The absence rate has remained relatively stable (10%–13%), and the deferral rate has increased (from 8% in March 2007 to 13% in March 2011).
- Over the past five years, there has been a three-percentage-point increase (to 22%) in the percentage of students who opted to take the Ontario Secondary School Literacy Course (OSSLC).
- Since 2009, there has been a five-percentage-point decrease in the percentage of fully participating students completing the OSSLT successfully (from 54% to 49%).

OSSLT—First-Time Eligible Students: Cohort Tracking

TRACKING PROGRESS IN LITERACY FROM GRADE 3 THROUGH GRADE 6 TO GRADE 10

The following pie charts show the OSSLT outcomes of this year's Grade 10 students compared to their results in reading and writing when they were in Grade 3 in 2004 and Grade 6 in 2007.

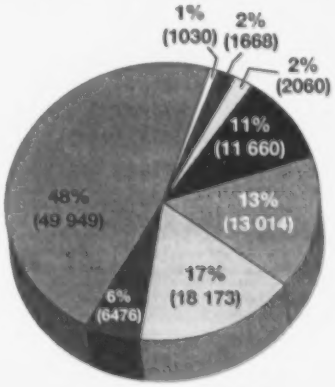
The percentages in the charts are based on the number of students who could be tracked, including those who participated, were exempted or did not provide enough work to be scored in Grades 3 and 6. Specifically, of the 153 635 students who were eligible to write the OSSLT in Grade 10 this year, 108 773 (71%) had been in the Ontario school system for the provincial tests in Grade 3 and Grade 6. Of these 108 773 students, 104 030 students wrote the OSSLT this year, 2807 had their participation deferred to a later administration and 1936 were absent on the day of the test.

The charts below are divided into eight slices, representing the eight possible ways the 104 030 students who wrote the OSSLT could have progressed from the Grade 3 to the Grade 6 assessment and to the OSSLT.

Linking Grades 3 and 6 Reading Achievement to OSSLT Outcome

Successful on the OSSLT

- Met standard in Gr. 3 and Gr. 6 and were successful on OSSLT (49 949)
- Met standard in Gr. 3 but not in Gr. 6 and were successful on OSSLT (6476)
- Did not meet standard in Gr. 3 but did in Gr. 6 and were successful on OSSLT (18 173)
- Did not meet standard in Gr. 3 and Gr. 6 but were successful on OSSLT (13 014)



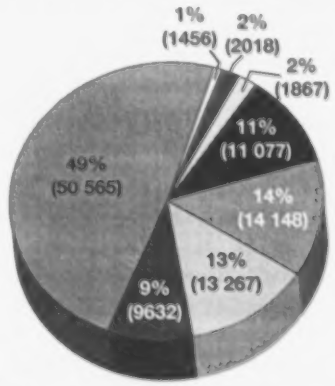
Unsuccessful on the OSSLT

- Met standard in Gr. 3 and Gr. 6 but were unsuccessful on OSSLT (1030)
- Met standard in Gr. 3 but not in Gr. 6 and were unsuccessful on OSSLT (1668)
- Did not meet standard in Gr. 3 but did in Gr. 6 and were unsuccessful on OSSLT (2060)
- Did not meet standard in Gr. 3 and Gr. 6 and were unsuccessful on OSSLT (11 660)

Linking Grades 3 and 6 Writing Achievement to OSSLT Outcome

Successful on the OSSLT

- Met standard in Gr. 3 and Gr. 6 and were successful on OSSLT (50 565)
- Met standard in Gr. 3 but not in Gr. 6 and were successful on OSSLT (9632)
- Did not meet standard in Gr. 3 but did in Gr. 6 and were successful on OSSLT (13 267)
- Did not meet standard in Gr. 3 and Gr. 6 but were successful on OSSLT (14 148)



Unsuccessful on the OSSLT

- Met standard in Gr. 3 and Gr. 6 but were unsuccessful on OSSLT (1456)
- Met standard in Gr. 3 but not in Gr. 6 and were unsuccessful on OSSLT (2018)
- Did not meet standard in Gr. 3 but did in Gr. 6 and were unsuccessful on OSSLT (1867)
- Did not meet standard in Gr. 3 and Gr. 6 and were unsuccessful on OSSLT (11 077)

OSSLT—First-Time Eligible Students: Contextual Information

Participation rates, demographic information and questionnaire results provide a context for interpreting the province-wide results.

Participation Rates by Subgroup, March 2011*

	NUMBER OF FIRST-TIME ELIGIBLE	PERCENTAGE ABSENT	PERCENTAGE DEFERRED	PERCENTAGE FULLY PARTICIPATING
GENDER				
Female	74 954	2%	4%	94%
Male	78 681	2%	6%	92%
STUDENT STATUS				
English Language Learners†	6 854	2%	32%	66%
Students with Special Education Needs (Excluding Gifted)†	26 590	3%	11%	86%
COURSE TYPE IN ENGLISH				
Academic	106 194	1%	1%	98%
Applied	36 362	4%	5%	91%
Locally Developed	5 557	6%	35%	59%

* Contextual data are provided by schools and/or boards through the Student Data Collection process.
† See Explanation of Terms.

Observations

- In March 2011, the highest deferral rates were among English language learners (32%) and students in locally developed English courses (35%).
- In March 2011, 86% of students with special education needs (excluding gifted) participated fully in the OSSLT.

Demographics Information and Participation Rates Over Time

	MARCH 2007	MARCH 2008	APRIL 2009	APRIL 2010	MARCH 2011
All first-time eligible students	# = 155 906	# = 156 151	# = 152 830	# = 153 490	# = 153 635
GENDER*					
Female	49%	49%	49%	49%	49%
Male	51%	51%	51%	51%	51%
Not specified	<1%	<1%	<1%	<1%	0%
STUDENT STATUS*					
English language learners†	4%	4%	4%	4%	4%
English language learners who received one or more special provisions‡	2%	2%	2%	2%	2%
Students with special education needs (excluding gifted)†	14%	15%	16%	16%	17%
Students with special education needs (excluding gifted) who received one or more accommodations‡	12%	12%	13%	14%	15%
COURSE TYPE IN ENGLISH*					
Academic	66%	66%	67%	68%	69%
Applied	25%	25%	25%	24%	24%
Locally developed	4%	4%	4%	4%	4%
LANGUAGE§					
Number of students who completed the questionnaire	145 362	143 535	140 462	140 855	140 186
First language learned at home was other than English	22%	22%	22%	22%	22%
Speak only or mostly English at home	77%	77%	76%	75%	75%
Speak another language (or other languages) as often as English at home	16%	16%	17%	17%	18%
Speak only or mostly another language (or other languages) at home	7%	7%	7%	7%	7%
PARTICIPATION IN THE TEST					
Number and percentage of first-time eligible students fully participating	146 173 94%	145 603 93%	142 394 93%	142 955 93%	143 246 93%
Students who were exempted	1 875	1 759	1 679	1 800	1 744

* Contextual data are provided by schools and/or boards through the Student Data Collection process.
† See Explanation of Terms.
‡ Percentages are based on the number of fully participating students.
§ Contextual data pertaining to language are gathered from the questionnaire completed by students.

Observations

- Over the past five years, the percentages of students who were English language learners and students in applied and locally developed English courses have remained stable. The percentage of first-time eligible students in an academic English course has increased by three percentage points (to 69%).
- Over the past five years, the percentage of students with special education needs and the percentage of students with special education needs who received accommodations have both increased by three percentage points, to 17% and 15%, respectively.
- Over the past five years, the percentage of students whose first language was not English has remained stable at 22%. However, the percentage of students indicating that they speak only or mostly English at home has decreased from 77% to 75%.

Student Questionnaire Results Over Time: Reading

	MARCH 2007	MARCH 2008	APRIL 2009	APRIL 2010	MARCH 2011	MARCH 2007	MARCH 2008	APRIL 2009	APRIL 2010	MARCH 2011
	Female					Male				
Students who completed the questionnaire*	# = 71 725	# = 70 815	# = 69 178	# = 69 260	# = 69 390	# = 73 624	# = 72 701	# = 71 275	# = 71 591	# = 70 796
Percentage of first-time eligible students indicating that										
they read English outside school for more than three hours a week (not counting homework)	44%	45%	47%	47%	42%	34%	33%	32%	32%	30%
they read the following kinds of material in English outside school most weeks:										
Non-fiction books (e.g., biographies)	34%	34%	33%	34%	34%	35%	35%	35%	37%	38%
Comics	34%	31%	29%	29%	27%	43%	41%	41%	41%	41%
Web sites, e-mail, chat messages	95%	95%	95%	95%	94%	90%	90%	90%	90%	89%
Letters	50%	47%	43%	41%	37%	38%	36%	33%	33%	29%
Magazines	86%	84%	82%	80%	77%	67%	63%	60%	58%	55%
Manuals, instructions	33%	34%	31%	32%	31%	52%	52%	50%	52%	50%
Newspapers	53%	51%	50%	49%	45%	58%	55%	53%	51%	49%
Novels, short stories, other fiction	78%	79%	84%	83%	82%	56%	55%	56%	57%	57%
Song lyrics, poems	76%	76%	77%	80%	80%	51%	50%	52%	55%	56%
Religious or spiritual writings	22%	23%	22%	23%	23%	19%	20%	19%	21%	21%

* Includes only fully participating students for whom gender data were available.

Observations

The following observations are about first-time eligible female and male students' answers to the Student Questionnaire over the past five years.

- A larger percentage of female than male students have reported reading outside school for more than three hours a week (not counting homework); however, this percentage has decreased by four percentage points for male students (to 30%), whereas the percentage of female students has varied between 42% and 47%.
- Web sites and e-mail and chat messages have been the most frequently reported type of reading materials among students of both genders.
- The percentages of students reading non-fiction books, Web sites, e-mail and chat messages, religious or spiritual writings and manuals have remained relatively consistent for both males and females.
- Among male students, the percentages for all other types of reading have remained relatively stable, except those for letters, magazines and newspapers, which dropped by nine or 12 percentage points.
- Among female students, the percentages for all other types of reading have dropped, except those for novels and song lyrics and poems, which increased slightly.
- Both genders have reported reading the following four types of materials to a similar extent: non-fiction books, Web sites, e-mail and chat messages, newspapers and religious or spiritual writings.
- There has continued to be a larger percentage of female than male students who report reading the following four types of materials: letters, novels and other fiction, song lyrics and poems, and magazines.
- A larger percentage of male than female students have reported reading manuals and comics.

Student Questionnaire Results Over Time: Writing

	MARCH 2007	MARCH 2008	APRIL 2009	APRIL 2010	MARCH 2011	MARCH 2007	MARCH 2008	APRIL 2009	APRIL 2010	MARCH 2011
	Female					Male				
Students who completed the questionnaire*	# = 71 725	# = 70 815	# = 69 178	# = 69 260	# = 69 390	# = 73 624	# = 72 701	# = 71 275	# = 71 591	# = 70 796
Percentage of first-time eligible students indicating that										
they write in English outside school for more than three hours a week (not counting homework)	36%	35%	33%	33%	29%	27%	26%	25%	24%	22%
they do the following types of writing in English outside school most weeks:										
E-mail, chat messages	96%	96%	96%	96%	96%	91%	91%	92%	93%	92%
Letters, journals, diaries	50%	46%	43%	44%	43%	14%	14%	14%	14%	14%
Notes, directions, instructions	49%	49%	49%	50%	50%	43%	41%	40%	43%	43%
Song lyrics, poems	45%	45%	46%	48%	47%	31%	30%	31%	33%	33%
Stories, fiction	32%	32%	35%	35%	36%	24%	24%	24%	25%	25%
Work-related writing	50%	49%	46%	50%	51%	50%	48%	46%	49%	50%

* Includes only fully participating students for whom gender data were available.

Observations

The following observations are about first-time eligible female and male students' answers to the Student Questionnaire over the past five years.

- There has been a seven-percentage-point decrease (to 29%) among female students and a five-percentage-point decrease (to 22%) among male students who indicated that they wrote in English outside school for more than three hours a week (not counting homework).
- As in previous years, the most frequently reported types of writing outside school for both genders in 2011 were e-mail and chat messages. This percentage has remained high and stable.
- Percentages for female students were larger than those for male students for all types of writing except work-related writing, which the two genders engaged with to a similar extent. Meanwhile, in March 2011, there was a 29-percentage-point gap for letters, journals and diaries, a 14-percentage-point gap for song lyrics and poems, a 11-percentage-point gap for stories and fiction and a seven-percentage-point gap for notes, directions and instructions.

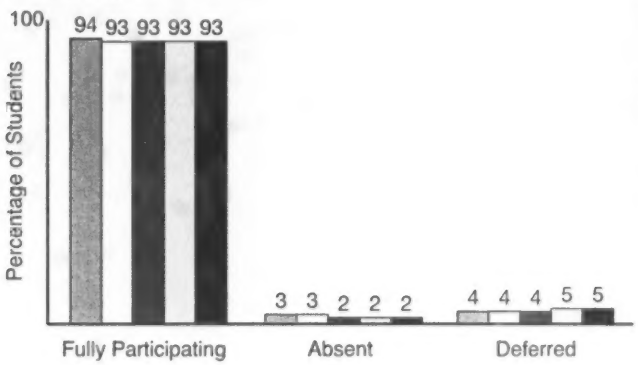
OSSLT—First-Time Eligible Students: Achievement Results

RESULTS FOR ALL STUDENTS

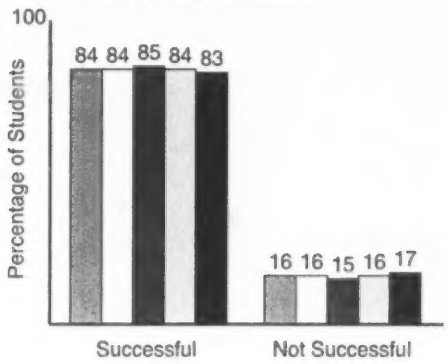
Results for First-Time Eligible Students Over Time*

	ALL STUDENTS					FULLY PARTICIPATING STUDENTS				
	Mar. 2007 # = 155 906	Mar. 2008 # = 156 151	Apr. 2009 # = 152 830	Apr. 2010 # = 153 490	Mar. 2011 # = 153 635	Mar. 2007 # = 146 173	Mar. 2008 # = 145 603	Apr. 2009 # = 142 394	Apr. 2010 # = 142 955	Mar. 2011 # = 143 246
SUCCESSFUL	79%	78%	79%	78%	77%	84%	84%	85%	84%	83%
NOT SUCCESSFUL	15%	15%	14%	15%	16%	16%	16%	15%	16%	17%
FULLY PARTICIPATING	94%	93%	93%	93%	93%					
ABSENT	3%	3%	2%	2%	2%					
DEFERRED	4%	4%	4%	5%	5%					

Participation Rates Over Time: All Students



Success Rates Over Time: Fully Participating Students



* Percentages in tables and bar graphs may not add up to 100, due to rounding.

Observations

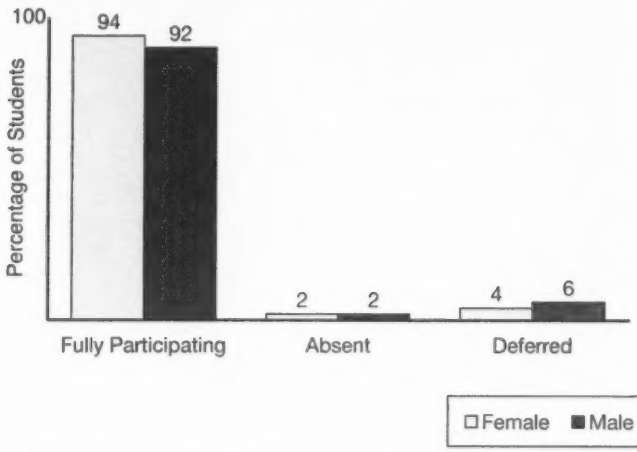
- Ninety-three percent of first-time eligible students participated in the March 2011 OSSLT.
- Eighty-three percent of fully participating first-time eligible students were successful on the test.

RESULTS BY GENDER

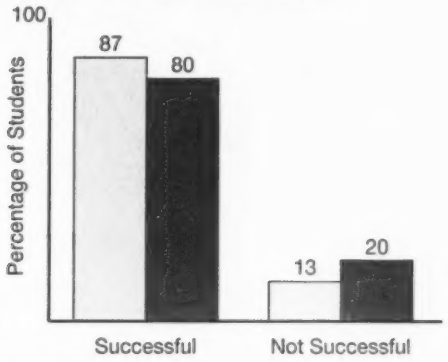
Results for Female and Male Students, March 2011*†

	ALL FEMALE AND MALE STUDENTS				FULLY PARTICIPATING FEMALE AND MALE STUDENTS	
	Female # = 74 954		Male # = 78 681		Female # = 70 606	Male # = 72 640
SUCCESSFUL	*61 154*	82%	*57 807*	73%	87%	80%
NOT SUCCESSFUL	*9 452*	13%	*14 833*	19%	13%	20%
FULLY PARTICIPATING	*70 606*	94%	*72 640*	92%		
ABSENT	*1 578*	2%	*1 659*	2%		
DEFERRED	*2 770*	4%	*4 382*	6%		

Participation Rates: All Female and Male Students, 2011



Success Rates: Fully Participating Female and Male Students, 2011



* Percentages in tables and bar graphs may not add up to 100, due to rounding.
† Includes only students for whom gender data were available.

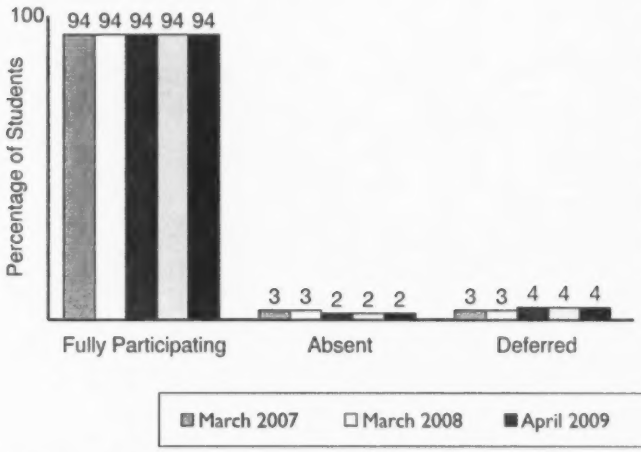
Observation

- A larger percentage of fully participating female (87%) than male (80%) students successfully completed the March 2011 OSSLT.

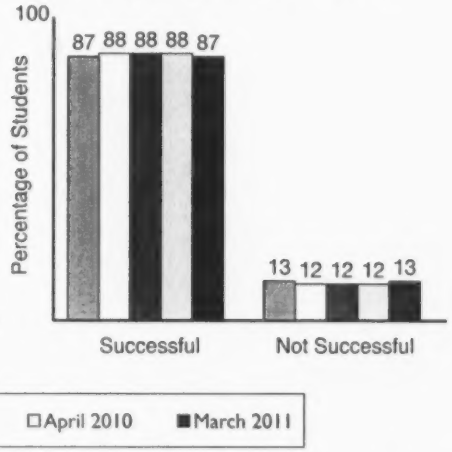
Results for Female Students Over Time*†

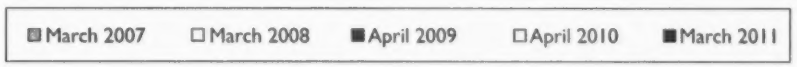
	ALL FEMALE STUDENTS					FULLY PARTICIPATING FEMALE STUDENTS				
	Mar. 2007 # = 76 252	Mar. 2008 # = 76 226	Apr. 2009 # = 74 355	Apr. 2010 # = 74 545	Mar. 2011 # = 74 954	Mar. 2007 # = 72 031	Mar. 2008 # = 71 615	Apr. 2009 # = 69 954	Apr. 2010 # = 70 055	Mar. 2011 # = 70 606
SUCCESSFUL	83%	82%	83%	82%	82%	87%	88%	88%	88%	87%
NOT SUCCESSFUL	12%	12%	12%	12%	13%	13%	12%	12%	12%	13%
FULLY PARTICIPATING	94%	94%	94%	94%	94%					
ABSENT	3%	3%	2%	2%	2%					
DEFERRED	3%	3%	4%	4%	4%					

Participation Rates Over Time: All Female Students



Success Rates Over Time: Fully Participating Female Students





* Percentages in tables and bar graphs may not add up to 100, due to rounding.
† Includes only students for whom gender data were available.

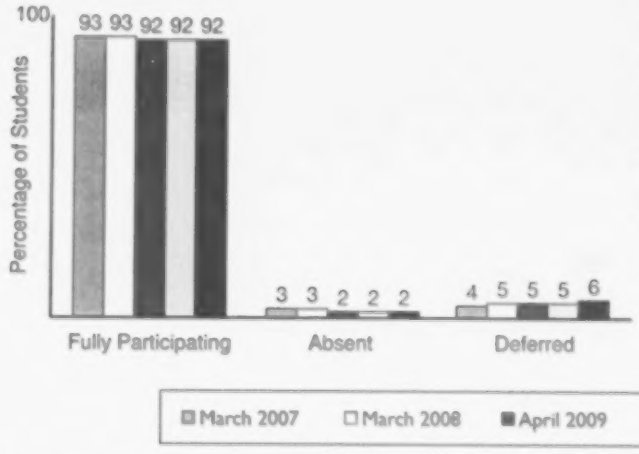
Observations

- Over the past five years, the overall participation rate for female students has remained the same (94%).
- Over the past five years, the percentage of fully participating female students completing the OSSLT successfully has been relatively consistent (87% or 88%). However, the percentage has decreased by one percentage point since last year.

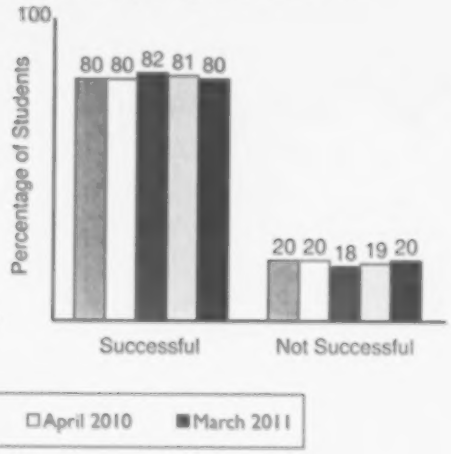
Results for Male Students Over Time*†

	ALL MALE STUDENTS					FULLY PARTICIPATING MALE STUDENTS				
	Mar. 2007 # = 79 636	Mar. 2008 # = 79 904	Apr. 2009 # = 78 469	Apr. 2010 # = 78 940	Mar. 2011 # = 78 661	Mar. 2007 # = 74 129	Mar. 2008 # = 73 969	Apr. 2009 # = 72 432	Apr. 2010 # = 72 886	Mar. 2011 # = 72 640
SUCCESSFUL	75%	74%	76%	74%	73%	80%	80%	82%	81%	80%
NOT SUCCESSFUL	18%	18%	17%	18%	19%	20%	20%	18%	19%	20%
FULLY PARTICIPATING	93%	93%	92%	92%	92%					
ABSENT	3%	3%	2%	2%	2%					
DEFERRED	4%	5%	5%	5%	6%					

Participation Rates Over Time: All Male Students



Success Rates Over Time: Fully Participating Male Students

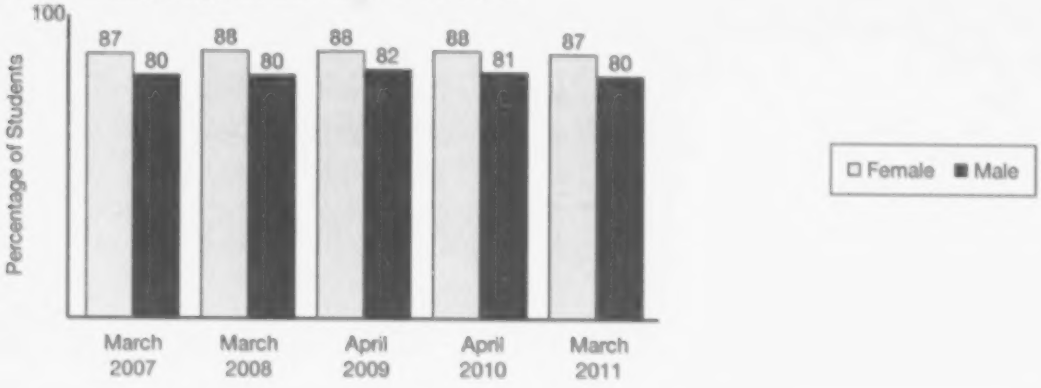


* Percentages in tables and bar graphs may not add up to 100, due to rounding.
† Includes only students for whom gender data were available.

Observations

- Over the past five years, the overall participation rate for male students has been consistently 92% or 93%.
- Over the past five years, the percentage of fully participating male students completing the OSSLT successfully has been relatively consistent (between 80% and 82%). However, over the past three years, the percentage has decreased by two percentage points.

Success Rates Over Time:
Fully Participating Female and Male Students*



	NUMBER OF FULLY PARTICIPATING FIRST-TIME ELIGIBLE STUDENTS BY GENDER*				
	March 2007	March 2008	April 2009	April 2010	March 2011
Female	72 031	71 615	69 954	70 055	70 606
Male	74 129	73 969	72 432	72 896	72 640

* Includes only students for whom gender data were available.

Observation

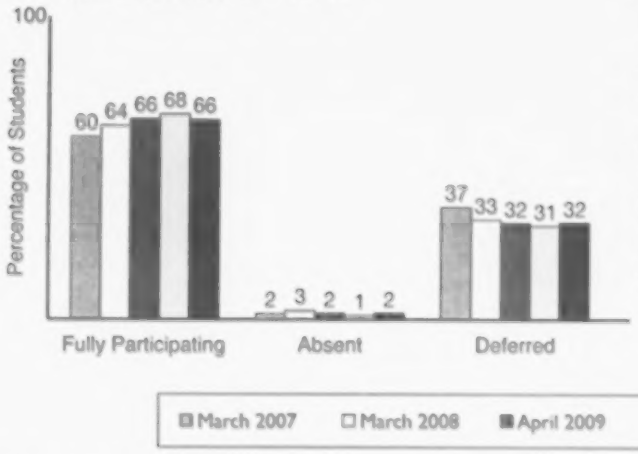
- Over the past five years, the gender gap in favour of females has remained relatively unchanged (six to eight percentage points).

RESULTS BY STUDENT STATUS

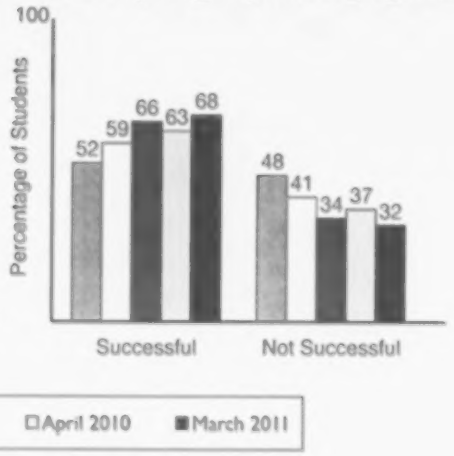
Results for English Language Learners Over Time*†

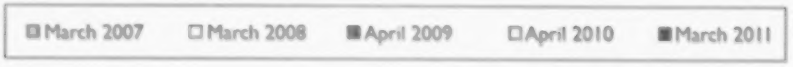
	ALL ENGLISH LANGUAGE LEARNERS					FULLY PARTICIPATING ENGLISH LANGUAGE LEARNERS				
	Mar. 2007 # = 5694	Mar. 2008 # = 6121	Apr. 2009 # = 6177	Apr. 2010 # = 6627	Mar. 2011 # = 6854	Mar. 2007 # = 3438	Mar. 2008 # = 3918	Apr. 2009 # = 4059	Apr. 2010 # = 4479	Mar. 2011 # = 4505
SUCCESSFUL	31%	38%	43%	43%	45%	52%	59%	66%	63%	68%
NOT SUCCESSFUL	29%	26%	22%	25%	21%	48%	41%	34%	37%	32%
FULLY PARTICIPATING	60%	64%	66%	68%	66%					
ABSENT	2%	3%	2%	1%	2%					
DEFERRED	37%	33%	32%	31%	32%					

Participation Rates Over Time: All English Language Learners



Success Rates Over Time: Fully Participating English Language Learners





* Percentages in tables and bar graphs may not add up to 100, due to rounding.
† See Explanation of Terms.

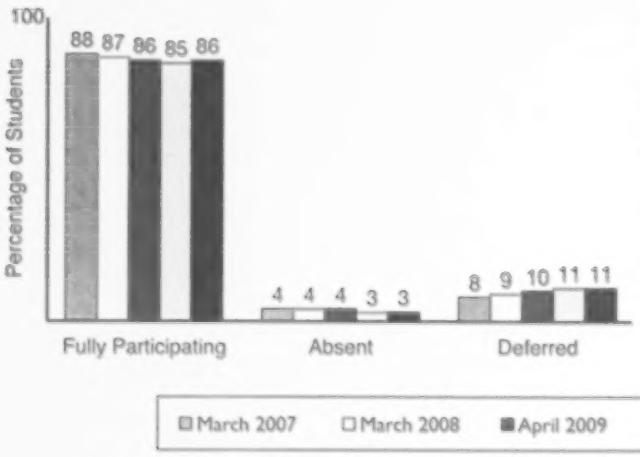
Observations

- Over the past five years, the overall participation rate for English language learners has increased (to 66%).
- Over the past five years, the percentage of fully participating first-time eligible English language learners who completed the OSSLT successfully has increased by 16 percentage points (to 68%).
- Over the past five years, with the exception of 2007, the deferral rate for this group has remained relatively stable (31%–33%).

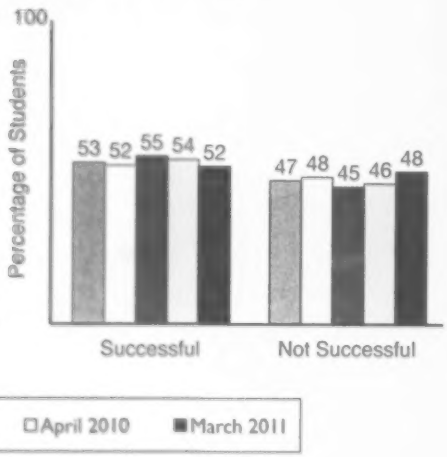
Results for Students with Special Education Needs (Excluding Gifted) Over Time*†

	ALL STUDENTS WITH SPECIAL EDUCATION NEEDS					FULLY PARTICIPATING STUDENTS WITH SPECIAL EDUCATION NEEDS				
	Mar. 2007 # = 22 082	Mar. 2008 # = 23 322	Apr. 2009 # = 24 066	Apr. 2010 # = 25 185	Mar. 2011 # = 26 580	Mar. 2007 # = 19 425	Mar. 2008 # = 20 240	Apr. 2009 # = 20 716	Apr. 2010 # = 21 514	Mar. 2011 # = 22 776
SUCCESSFUL	47%	45%	47%	46%	45%	53%	52%	55%	54%	52%
NOT SUCCESSFUL	41%	41%	39%	39%	41%	47%	48%	45%	46%	48%
FULLY PARTICIPATING	88%	87%	86%	85%	86%					
ABSENT	4%	4%	4%	3%	3%					
DEFERRED	8%	9%	10%	11%	11%					

Participation Rates Over Time: All Students with Special Education Needs



Success Rates Over Time: Fully Participating Students with Special Education Needs

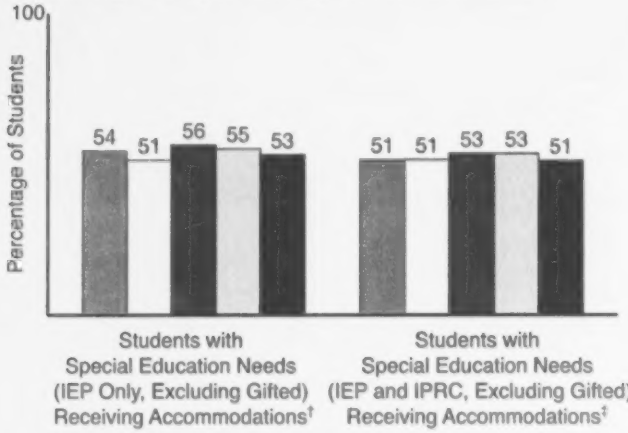


* Percentages in tables and bar graphs may not add up to 100, due to rounding.
† See Explanation of Terms.

Observations

- Over the past five years, the overall participation rate for students with special education needs (excluding gifted) has been relatively stable (85% to 88%).
- Over the past five years, the deferral rate for students with special education needs (excluding gifted) has increased by three percentage points (to 11%).
- Since April 2009, the percentage of fully participating students with special education needs (excluding gifted) who completed the OSSLT successfully has decreased by three percentage points (to 52%).

Success Rates Over Time: Fully Participating Students with Special Education Needs (Excluding Gifted) Receiving Accommodations*



	NUMBER OF FULLY PARTICIPATING STUDENTS WITH SPECIAL EDUCATION NEEDS (EXCLUDING GIFTED) RECEIVING ACCOMMODATIONS				
	March 2007	March 2008	April 2009	April 2010	March 2011
Students with Special Education Needs (IEP Only, Excluding Gifted) Receiving Accommodations†	4 470	5 462	5 652	6 445	7 356
Students with Special Education Needs (IEP and IPRC, Excluding Gifted) Receiving Accommodations‡	12 945	12 257	13 028	13 007	13 631

* See Explanation of Terms.
† Individual Education Plan (IEP).
‡ Identification, Placement and Review Committee (IPRC).

Observations

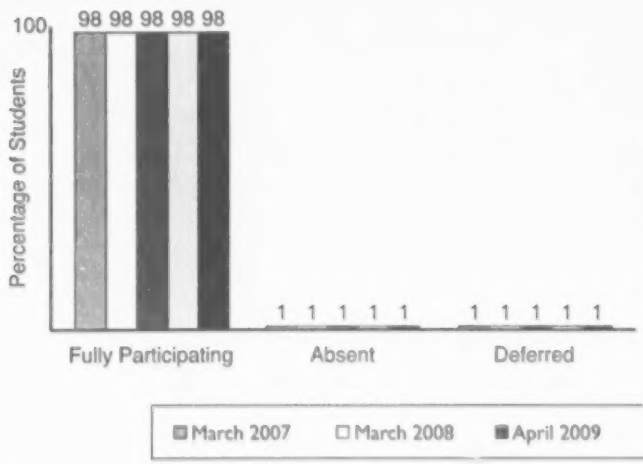
- Since April 2009, the success rate for fully participating students with special education needs (IEP only, excluding gifted) receiving accommodations has decreased from 56% to 53%.
- Since April 2009, the success rate for fully participating students with special education needs (IEP and IPRC, excluding gifted) receiving accommodations has decreased from 53% to 51%.

RESULTS BY COURSE TYPE IN ENGLISH

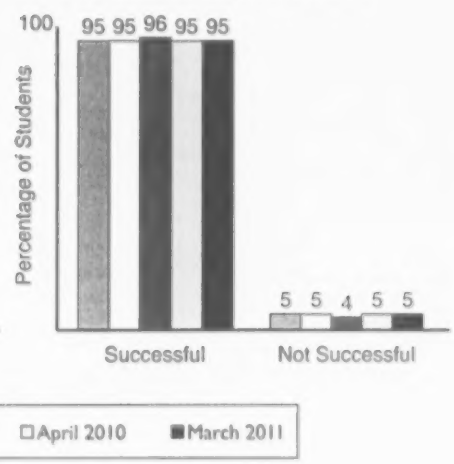
Results for Students Taking the Academic English Course Over Time*

	ALL STUDENTS IN THE ACADEMIC ENGLISH COURSE					FULLY PARTICIPATING STUDENTS IN THE ACADEMIC ENGLISH COURSE				
	Mar. 2007 # = 102 911	Mar. 2008 # = 103 774	Apr. 2009 # = 102 880	Apr. 2010 # = 104 882	Mar. 2011 # = 106 194	Mar. 2007 # = 101 126	Mar. 2008 # = 101 698	Apr. 2009 # = 100 997	Apr. 2010 # = 102 854	Mar. 2011 # = 104 274
SUCCESSFUL	94%	94%	94%	93%	93%	95%	95%	96%	95%	95%
NOT SUCCESSFUL	5%	4%	4%	5%	5%	5%	5%	4%	5%	5%
FULLY PARTICIPATING	98%	98%	98%	98%	98%					
ABSENT	1%	1%	1%	1%	1%					
DEFERRED	1%	1%	1%	1%	1%					

Participation Rates Over Time: All Students in the Academic English Course



Success Rates Over Time: Fully Participating Students in the Academic English Course



* Percentages in tables and bar graphs may not add up to 100, due to rounding.

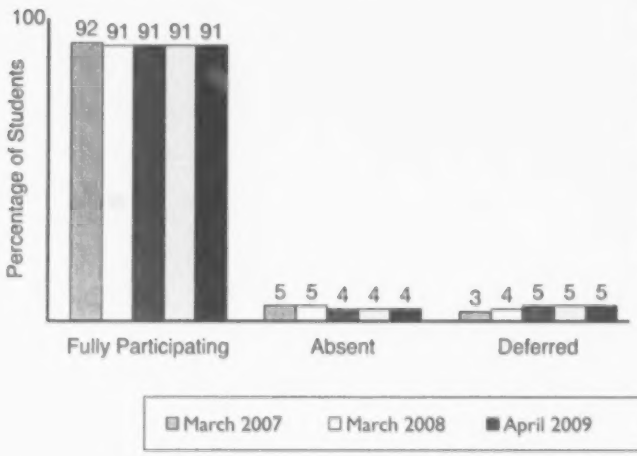
Observations

- Over the past five years, the overall participation rate for students taking an academic English course has remained consistently high (98%).
- Over the past five years, the success rate for fully participating students taking an academic English course has been high (95% or 96%).

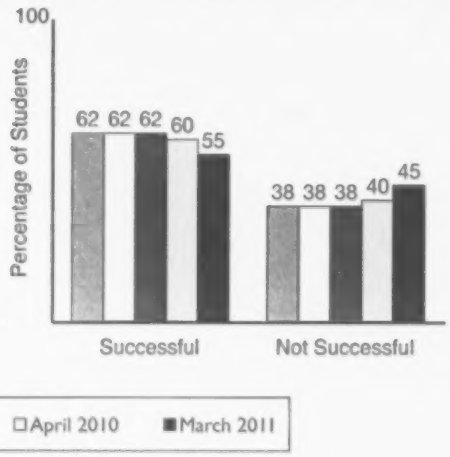
Results for Students Taking the Applied English Course Over Time*

	ALL STUDENTS IN THE APPLIED ENGLISH COURSE					FULLY PARTICIPATING STUDENTS IN THE APPLIED ENGLISH COURSE				
	Mar. 2007 # = 39 564	Mar. 2008 # = 38 834	Apr. 2009 # = 37 845	Apr. 2010 # = 37 406	Mar. 2011 # = 36 362	Mar. 2007 # = 36 502	Mar. 2008 # = 35 515	Apr. 2009 # = 34 401	Apr. 2010 # = 33 945	Mar. 2011 # = 33 149
SUCCESSFUL	57%	56%	56%	55%	50%	62%	62%	62%	60%	55%
NOT SUCCESSFUL	35%	35%	35%	36%	41%	38%	38%	38%	40%	45%
FULLY PARTICIPATING	92%	91%	91%	91%	91%					
ABSENT	5%	5%	4%	4%	4%					
DEFERRED	3%	4%	5%	5%	5%					

Participation Rates Over Time: All Students in the Applied English Course



Success Rates Over Time: Fully Participating Students in the Applied English Course



* Percentages in tables and bar graphs may not add up to 100, due to rounding.

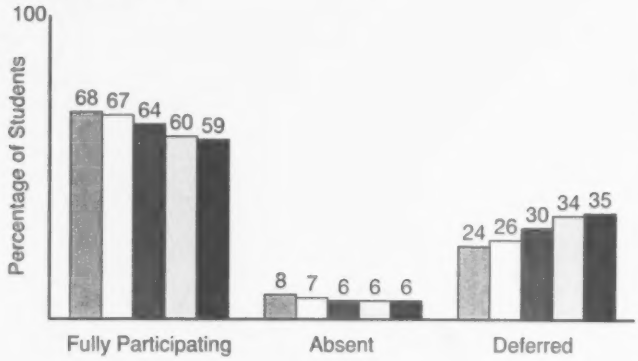
Observations

- Over the past five years, the overall participation rate for students taking an applied English course has remained consistent (91% or 92%).
- The success rate for fully participating students taking an applied English course has decreased by five percentage points since April 2010 (to 55%).

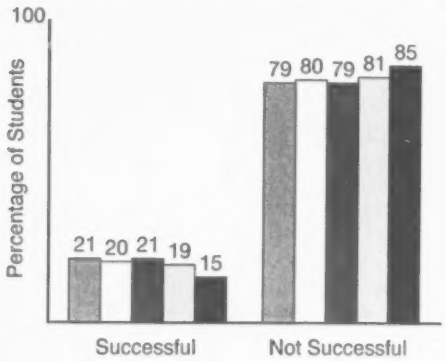
Results for Students Taking a Locally Developed English Course Over Time*

	ALL STUDENTS IN A LOCALLY DEVELOPED ENGLISH COURSE					FULLY PARTICIPATING STUDENTS IN A LOCALLY DEVELOPED ENGLISH COURSE				
	Mar. 2007 # = 6160	Mar. 2008 # = 5838	Apr. 2009 # = 5958	Apr. 2010 # = 5671	Mar. 2011 # = 5557	Mar. 2007 # = 4211	Mar. 2008 # = 3905	Apr. 2009 # = 3815	Apr. 2010 # = 3411	Mar. 2011 # = 3252
SUCCESSFUL	14%	13%	13%	11%	9%	21%	20%	21%	19%	15%
NOT SUCCESSFUL	54%	53%	51%	49%	50%	79%	80%	79%	81%	85%
FULLY PARTICIPATING	68%	67%	64%	60%	59%					
ABSENT	8%	7%	6%	6%	6%					
DEFERRED	24%	26%	30%	34%	35%					

Participation Rates Over Time: All Students in a Locally Developed English Course



Success Rates Over Time: Fully Participating Students in a Locally Developed English Course



* Percentages in tables and bar graphs may not add up to 100, due to rounding.

Observations

- Over the past five years, the overall participation rate for students taking a locally developed English course has decreased by nine percentage points (to 59%).
- Over the past five years, the deferral rate for students in locally developed English courses has increased by 11 percentage points (to 35%).
- Since April 2010, the success rate for fully participating students taking a locally developed English course has decreased by four percentage points (to 15%).

OSSLT—Previously Eligible Students: Contextual Information

Participation Rates by Subgroup, March 2011*

	NUMBER OF PREVIOUSLY ELIGIBLE	PERCENTAGE ABSENT	PERCENTAGE DEFERRED	PERCENTAGE OSSLC†	PERCENTAGE FULLY PARTICIPATING
GENDER					
Female	21 616	10%	13%	22%	55%
Male	32 627	11%	13%	22%	54%
STUDENT STATUS					
English Language Learners†	8 128	4%	31%	9%	56%
Students with Special Education Needs (Excluding Gifted)†	19 030	10%	12%	26%	52%

* Contextual data are provided by schools and/or boards through the Student Data Collection process.
† See Explanation of Terms.

Observations

- The participation rates for females and males are similar.
- The lowest absence and highest deferral rates were for English language learners.
- The largest percentage of students fulfilling the literacy requirement through the OSSLC was for students with special education needs.

Demographics Information and Participation Rates, March 2011

	MARCH 2011
All previously eligible students	# = 54 243
GENDER*	
Female	40%
Male	60%
Not specified	0%
STUDENT STATUS*	
English language learners†	15%
English language learners who received one or more special provisions‡	12%
Students with special education needs (excluding gifted)†	35%
Students with special education needs (excluding gifted) who received one or more accommodations‡	31%
LANGUAGE§	
Number of students who completed the questionnaire	28 663
First language learned at home was other than English	34%
Speak only or mostly English at home	61%
Speak another language (or other languages) as often as English at home	21%
Speak only or mostly another language (or other languages) at home	16%
PARTICIPATION IN THE TEST	
Number and percentage of previously eligible students fully participating	29 539 54%
Number of students who were exempted	2230

* Contextual data are provided by schools and/or boards through the Student Data Collection process.
† See Explanation of Terms.
‡ Percentages are based on the number of fully participating students.
§ Contextual data pertaining to language are gathered from the questionnaire completed by students.

Student Questionnaire Results, March 2011: Reading

	MARCH 2011	
	Female	**Male**
Students who completed the questionnaire*	# = 11 672	# = 16 991
Percentage of previously eligible students indicating that		
they read English outside school for more than three hours a week (not counting homework)	31%	25%
they read the following kinds of material in English outside school most weeks:		
Non-fiction books (e.g., biographies)	40%	37%
Comics	31%	43%
Web sites, e-mail, chat messages	92%	87%
Letters	52%	43%
Magazines	76%	57%
Manuals, instructions	41%	56%
Newspapers	52%	53%
Novels, short stories, other fiction	74%	50%
Song lyrics, poems	80%	62%
Religious or spiritual writings	28%	25%

* Includes only fully participating students for whom gender data were available.

Observations

- A larger percentage of female (31%) than male (25%) students reported reading outside school for more than three hours a week (not counting homework).
- A larger percentage of female than male students reported reading Web sites, e-mail and chat messages (five percentage points more), letters (nine percentage points more), magazines (19 percentage points more), novels, short stories and other fiction (24 percentage points more) and song lyrics and poems (18 percentage points more).
- A larger percentage of male than female students reported reading manuals (15 percentage points more) and comics (12 percentage points more).
- Both genders reported reading non-fiction books, newspapers and religious or spiritual writings to a similar extent.
- Web sites, e-mail and chat messages were the most frequently reported types of reading materials among students of both genders.

Student Questionnaire Results, March 2011: Writing

	MARCH 2011	
	Female	**Male**
Students who completed the questionnaire*	# = 11 672	# = 16 991
Percentage of previously eligible students indicating that		
they write in English outside school for more than three hours a week (not counting homework)	28%	24%
they do the following types of writing in English outside school most weeks:		
E-mail, chat messages	94%	90%
Letters, journals, diaries	50%	23%
Notes, directions, instructions	55%	50%
Song lyrics, poems	55%	43%
Stories, fiction	36%	28%
Work-related writing	53%	52%

* Includes only fully participating students for whom gender data were available.

Observations

- A larger percentage of female (28%) than male (24%) students indicated that they wrote in English for more than three hours a week outside school.
- The most frequently reported types of writing outside school for both genders were e-mail and chat messages.
- The percentages for female students were larger than those for male students for all types of writing except work-related writing, which the two genders engaged with a similar extent; the largest difference was for writing letters and in journals and diaries.

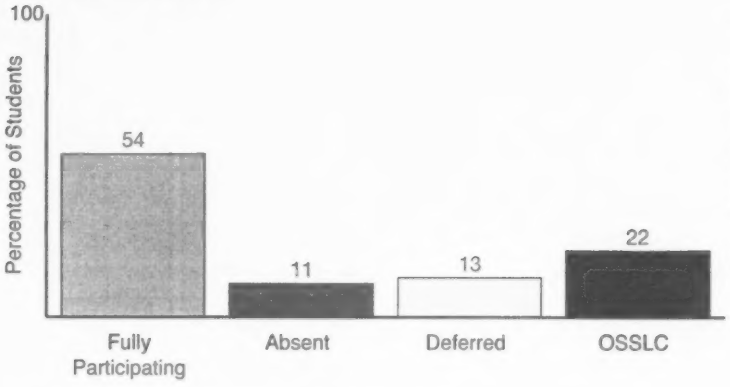
OSSLT—Previously Eligible Students: Achievement Results

RESULTS FOR ALL STUDENTS*

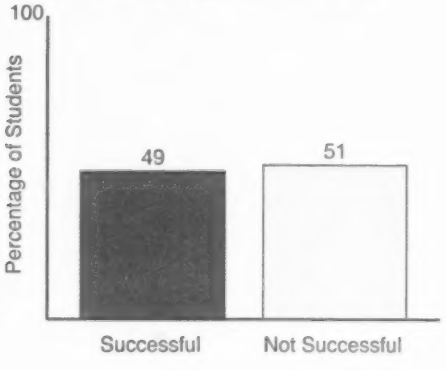
Results for Previously Eligible Students, March 2011

	ALL STUDENTS # = 54 243		FULLY PARTICIPATING STUDENTS # = 29 539
SUCCESSFUL	*14 607*	27%	49%
NOT SUCCESSFUL	*14 932*	28%	51%
FULLY PARTICIPATING	*29 539*	54%	
ABSENT	*5 737*	11%	
DEFERRED	*7 049*	13%	
FULFILLING THE REQUIREMENT THROUGH THE OSSLC†	*11 918*	22%	

Participation Rates: All Students, 2011



Success Rates: Fully Participating Students, 2011



* Percentages in tables and bar graphs may not add up to 100, due to rounding.

† See Explanation of Terms.

Observation

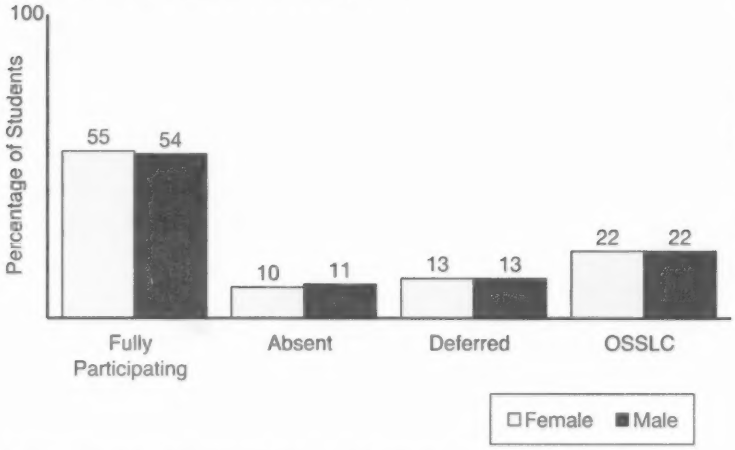
- Of the previously eligible students, 54% participated fully in the 2011 test, among whom 49% were successful.

RESULTS BY GENDER

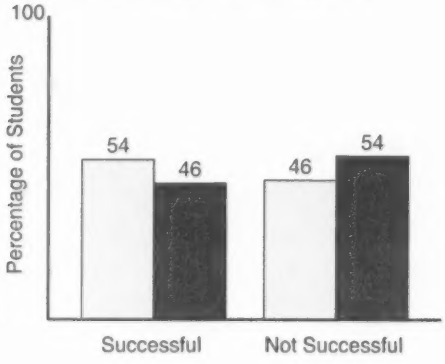
Results for Female and Male Students, March 2011*†

	ALL FEMALE AND MALE STUDENTS				FULLY PARTICIPATING FEMALE AND MALE STUDENTS	
	Female # = 21 616		Male # = 32 627		Female # = 11 951	Male # = 17 588
SUCCESSFUL	6 455	30%	8 152	25%	54%	46%
NOT SUCCESSFUL	5 496	25%	9 436	29%	46%	54%
FULLY PARTICIPATING	11 951	55%	17 588	54%		
ABSENT	2 249	10%	3 488	11%		
DEFERRED	2 709	13%	4 340	13%		
OSSLC‡	4 707	22%	7 211	22%		

Participation Rates: All Female and Male Students, 2011



Success Rates: Fully Participating Female and Male Students, 2011



* Percentages in tables and bar graphs may not add up to 100, due to rounding.
† Includes only students for whom gender data were available.
‡ See Explanation of Terms.

Observations

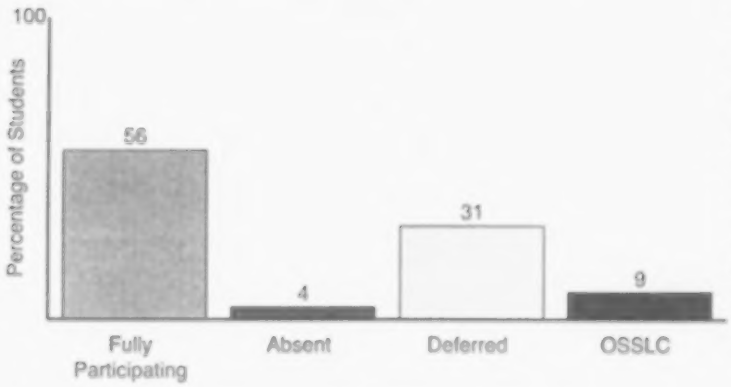
- The participation rates for female and male students were similar.
- A larger percentage of female (54%) than male (46%) students successfully completed the March 2011 OSSLT.

RESULTS BY STUDENT STATUS

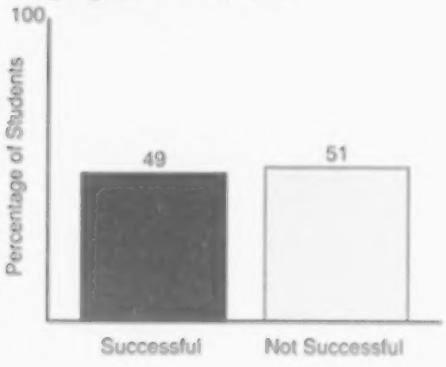
Results for English Language Learners, March 2011*

	ALL ENGLISH LANGUAGE LEARNERS # = 8128		FULLY PARTICIPATING ENGLISH LANGUAGE LEARNERS # = 4555
SUCCESSFUL	2246	28%	49%
NOT SUCCESSFUL	2309	28%	51%
FULLY PARTICIPATING	4555	56%	
ABSENT	314	4%	
DEFERRED	2509	31%	
OSSLC†	750	9%	

Participation Rates: All English Language Learners, 2011



Success Rates: Fully Participating English Language Learners, 2011



* Percentages in tables and bar graphs may not add up to 100, due to rounding.

† See Explanation of terms.

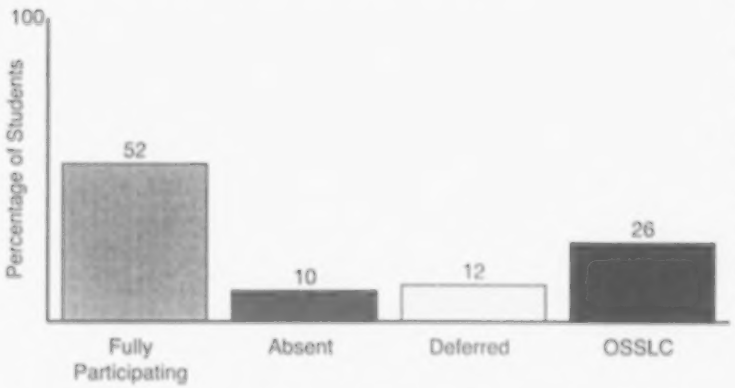
Observations

- English language learners participated in the March 2011 OSSLT at a rate of 56%.
- Of the 4555 English language learners who wrote the OSSLT, 49% were successful. This success rate was the same as that for the entire population of fully participating previously eligible students.

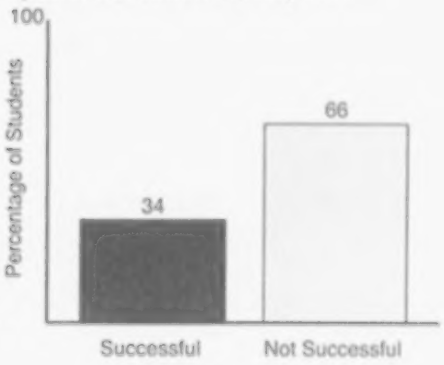
Results for Students with Special Education Needs (Excluding Gifted), March 2011*

	ALL STUDENTS WITH SPECIAL EDUCATION NEEDS # = 19 030		FULLY PARTICIPATING STUDENTS WITH SPECIAL EDUCATION NEEDS # = 9 924
SUCCESSFUL	3372	18%	34%
NOT SUCCESSFUL	6552	34%	66%
FULLY PARTICIPATING	9924	52%	
ABSENT	1823	10%	
DEFERRED	2308	12%	
OSSLC†	4975	26%	

Participation Rates:
All Students with Special Education Needs, 2011



Success Rates:
Fully Participating Students with Special Education Needs, 2011



* Percentages in tables and bar graphs may not add up to 100, due to rounding.

† See Explanation of terms.

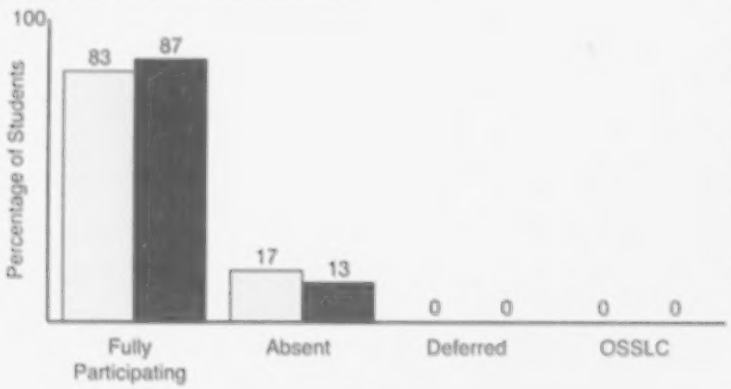
Observations

- Students with special education needs participated in the March 2011 OSSLT at a rate of 52%.
- The fully participating students with special education needs were successful on the OSSLT at a rate of 34%, compared to 49% for all fully participating previously eligible students.

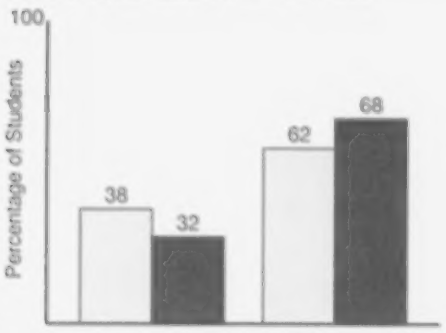
Results for Students with Special Education Needs (Excluding Gifted) Receiving Accommodations, March 2011*†

	STUDENTS WITH SPECIAL EDUCATION NEEDS (IEP ONLY, EXCLUDING GIFTED) RECEIVING ACCOMMODATIONS				STUDENTS WITH SPECIAL EDUCATION NEEDS (IEP AND IPRC, EXCLUDING GIFTED) RECEIVING ACCOMMODATIONS	
	IEP Only‡ # = 3755		IEP and IPRC§ # = 6964		IEP Only‡ # = 3111	IEP and IPRC§ # = 6071
SUCCESSFUL	1176	31%	1948	28%	38%	32%
NOT SUCCESSFUL	1935	52%	4123	59%	62%	68%
FULLY PARTICIPATING	3111	83%	6071	87%		
ABSENT	642	17%	893	13%		
DEFERRED	0	0%	0	0%		
OSSLC†	0	0%	0	0%		

Participation Rates: Students with Special Education Needs Receiving Accommodations, 2011



Success Rates: Students with Special Education Needs Receiving Accommodations, 2011



□ Students with Special Education Needs (IEP Only‡, Excluding Gifted) Receiving Accommodations

■ Students with Special Education Needs (IEP and IPRC§, Excluding Gifted) Receiving Accommodations

* Percentages in tables and bar graphs may not add up to 100, due to rounding.

† See Explanation of Terms.

‡ Individual Education Plan (IEP)

§ Identification, Placement and Review Committee (IPRC)

Observations

- Of the students with special education needs (IEP only), 83% participated in the 2011 test, among whom 38% were successful.
- Of the students with special education needs (IEP and IPRC), 87% participated in the 2011 test, among whom 32% were successful.

Summary of Findings: OSSLT

First-Time Eligible Students

- Ninety-three percent of first-time eligible students participated in the March 2011 OSSLT.
- Eighty-three percent of fully participating first-time eligible students were successful on the test.
- Over the past five years, the success rate has remained relatively stable (between 83% and 85%). However, for the second consecutive year, the success rate has decreased by one percentage point (to 83%).
- A larger percentage of female than male students have reported reading outside school for more than three hours a week (not counting homework); however, this percentage has decreased by four percentage points since last year for male students (to 30%), whereas the percentage of female students has varied from 42% to 47%.
- There has continued to be a larger percentage of female than male students who report reading the following four types of materials: letters, novels and other fiction, song lyrics and poems, and magazines.
- A larger percentage of male than female students have reported reading manuals and comics.
- There has been a seven-percentage-point decrease (to 29%) among female students and a five-percentage-point decrease (to 22%) among male students who indicated that they wrote in English outside school for more than three hours a week (not counting homework).
- As in previous years, in 2011, the most frequently reported types of writing and reading materials engaged with outside school by students of both genders were e-mail and chat messages. These percentages have remained large and stable.
- A larger percentage of female (87%) than male (80%) fully participating students successfully completed the March 2011 OSSLT.
- Over the past five years, the gender gap in favour of females has remained relatively unchanged (six to eight percentage points).
- Over the past five years, the overall participation rate for English language learners has increased (to 66%).
- Over the past five years, the percentage of fully participating first-time eligible English language learners who completed the OSSLT successfully has increased by 16 percentage points (to 68%).
- Over the past five years, the deferral rate for students with special education needs (excluding gifted) has increased by three percentage points (to 11%).
- Since April 2009, the percentage of fully participating students with special education needs (excluding gifted) who completed the OSSLT successfully has decreased by three percentage points (to 52%).
- **In March 2011,** the success rate for fully participating students taking an academic English course remained high (95% or 96%) and was higher than the success rates for students taking an applied English course (55%) and for those taking a locally developed English course (15%).

OSSLT: Previously Eligible Students

- Since 2009, there has been a five-percentage-point decrease in the percentage of fully participating students having completed the OSSLT successfully (from 54% to 49%).
- The participation rates for female and male students were similar. A larger percentage of female (54%) than male (46%) students successfully completed the March 2011 OSSLT.
- English language learners participated in the March 2011 OSSLT at a rate of 56%. Of the 4555 English language learners who wrote the OSSLT, 49% were successful. This success rate was the same as that for the entire population of fully participating previously eligible students.
- Students with special education needs participated in the March 2011 OSSLT at a rate of 52%. The fully participating students were successful on the OSSLT at a rate of 34%, compared to 49% for all fully participating previously eligible students.

Explanation of Terms: OSSLT

First-Time Eligible Students

First-time eligible students typically entered Grade 9 during the 2009–2010 school year. These students (and any others who were placed in this cohort) were required to write the Ontario Secondary School Literacy Test (OSSLT) for the first time in March 2011. "First-time eligible" includes all students in the first-time eligible cohort who are working toward an Ontario Secondary School Diploma (OSSD).

Previously Eligible Students

Previously eligible includes all students who were absent, deferred or not successful during a previous administration, and who are working toward an OSSD.

All Students

This method of reporting provides percentages based on **all** students in the cohort who are working toward an OSSD. The only students excluded are those who are not working toward an OSSD (exempted students).

Fully Participating Students

This method of reporting provides percentages based on students for whom there is work for both sessions of the administration of the OSSLT and who were assigned an achievement result (successful, not successful). Students who are not working toward an OSSD, those who were absent and those who were deferred are excluded.

Successful

Students who fully participated in the OSSLT and received a score that met the expected standard.

Not Successful

Students who fully participated in the OSSLT and received a score that did not meet the expected standard.

Absent

Students are deemed to be absent if there is no work for one or both sessions of the administration.

Deferred

Students' participation in the OSSLT can be deferred under several circumstances, as outlined in EQAO's *Guide for Accommodations, Special Provisions, Deferrals and Exemptions.* A student is categorized as deferred only if the school indicates a deferral. If a student has completed any portion of the OSSLT, he or she is not categorized as deferred.

OSSLC

Students are placed in this category of reporting if the school indicated that the students would be fulfilling the literacy requirement through the Ontario Secondary School Literacy Course (OSSLC). For details about the OSSLC, see the Ministry of Education Web site (www.edu.gov.on.ca). If a student has completed any portion of the OSSLT, he or she is not categorized as OSSLC.

Exempted

Students can be exempted from the OSSLT only if they are not working toward an OSSD. A student is categorized as exempted only if the school indicates that the student is exempted. If a student has completed any portion of the OSSLT, he or she is not categorized as exempted.

English Language Learners

These are students who have been identified by the school in accordance with *English Language Learners: ESL and ELD Programs and Services: Policies and Procedures for Ontario Elementary and Secondary Schools, Kindergarten to Grade 12* (2007). English language learners were formerly called English as a second language (ESL)/English literacy development (ELD) learners.

English Language Learners Receiving Special Provisions

These are English language learners identified by the school as receiving special provisions. Detailed information about special provisions is available in EQAO's *Guide for Accommodations, Special Provisions, Deferrals and Exemptions.*

Students with Special Education Needs (Excluding Gifted)

These are students who have an Individual Education Plan (IEP). These students may or may not have been formally identified by an Identification, Placement and Review Committee (IPRC). Students identified solely as gifted are not included.

Students with Special Education Needs (Excluding Gifted) Receiving Accommodations

These are students with special education needs identified by the school as receiving accommodations. Students identified solely as gifted are not included. Detailed information about accommodations is available in the Ministry of Education Policy/Program Memorandum No. 127 and in EQAO's *Guide for Accommodations, Special Provisions, Deferrals and Exemptions.*

N/R

"Not reported" indicates that the number of fully participating students is so small that identification of individual student results might be possible; therefore results are not reported.

N/D

"No data available" is used to indicate that there were no students in the group or year specified.

Strategies for Teachers: OSSLT

The following observations and suggested strategies for improvement are meant to assist educators in helping students develop and demonstrate their literacy skills. They are based on an analysis of **first-time eligible students'** performance on the March 2011 Ontario Secondary School Literacy Test (OSSLT) and of their performance in previous years, as well as on feedback from scorers of the 2011 OSSLT. Some of the observations refer to released sections of the 2011 OSSLT that can be found on the EQAO Web site.

PREPARING STUDENTS TO WRITE THE OSSLT

According to *Principles for Fair Student Assessment Practices for Education in Canada* (Alberta: Joint Advisory Committee, 1993, p. 19), students must be informed "about the content of the assessment, types of question formats used, and appropriate strategies, if any, for responding." EQAO develops and posts OSSLT preparation materials, including rubrics and previous tests, each year prior to the administration of the test. EQAO depends on schools to ensure each student has the opportunity to use these materials and undertake the test with knowledge of its format and all associated rules.

For more information on the terms and strategies in boldface in the following chart, refer to the List of Resources at the end of the chart.

OBSERVATIONS AND SUGGESTED STRATEGIES FOR IMPROVEMENT BY SKILL: READING

Through a combination of multiple-choice and open-response questions about narrative, informational and graphic reading texts, the OSSLT focuses on three reading skills:
Reading Skill 1: understanding explicitly stated information and ideas
Reading Skill 2: understanding implicitly stated information and ideas
Reading Skill 3: making connections between information and ideas in a reading selection and personal knowledge and experience

	Observations	Strategies for Improvement
Reading	Over the past three years (2009–2011), student performance has improved on multiple-choice questions assessing Reading Skill 1 and declined on questions assessing Reading Skills 2 and 3. Compared to last year, students were more successful on multiple-choice questions assessing their understanding of vocabulary and organization in texts, and they were less successful on multiple-choice questions assessing their understanding of syntax and graphic features in texts.	Continue teaching students **reading strategies** across all content areas. Focus instruction on helping students use their understanding of explicitly stated information in texts to **make inferences** and **make connections.** Provide students with more frequent direct instruction in **syntax** and understanding **graphic features** in texts.

	Observations	Strategies for Improvement
Reading (continued)	Over the past three years, the percentage of students receiving the top score (Code 30) for open-response reading questions has decreased in Skills 2 and 3. A more noticeable drop occurred in 2011. In 2011, students performed slightly better on open-response reading questions for Skill 2 than for Skill 3.	In all **subject areas,** engage students in developing **success criteria** related to reading and writing tasks for classroom assessments. Model writing explanations that make explicit links between the support and the ideas it is intended to prove. A response is assigned a Code 20 rather than a Code 30 if the reader is required to make this connection.
	Students were least successful on the open-response question that required them to identify a main idea of a reading selection and to provide one specific detail from the selection that supports it. As in previous years, this is the question that had the largest percentage of blanks. This year, it, along with the open-response question related to the news report, also had the smallest percentage of students receiving the top score. This year, scorers of the open-response questions related to the dialogues reported that some students had difficulty correctly identifying speakers when they were not explicitly identified. Scorers also reported that when asked to use specific details from the selection to support their open response, some students retold the selection rather than selecting relevant and specific details and using them for support.	Model how to differentiate between the topic of a paragraph and its main idea, and how to look for **relationships between ideas.** Continue to provide students with multiple opportunities to **summarize** texts by identifying the **main idea** and relevant supporting details. Provide **subject-specific support** when teaching students strategies for summarizing texts (e.g., using **graphic organizers,** highlighting text). Have students practise identifying who is speaking in dialogues. Teach them to look for clues that aid in identifying speakers when this information is not explicitly provided (e.g., linking pronouns to the correct nouns, writing a speaker's initial next to his or her statements). In classroom contexts, draw attention to question prompts (e.g., describe, identify, summarize). Have students explain the difference between retelling information and using selective information to address the prompt, then have them practise doing so.

OBSERVATIONS AND SUGGESTED STRATEGIES FOR IMPROVEMENT BY SKILL: WRITING

Through a combination of multiple-choice questions, two short-writing tasks and two long-writing tasks (a news report and a series of paragraphs expressing an opinion), the OSSLT focuses on three writing skills:
Writing Skill 1: developing a main idea with sufficient supporting details
Writing Skill 2: organizing information and ideas in a coherent manner
Writing Skill 3: using conventions (spelling, grammar, punctuation) in a manner that does not distract from clear communication

	Observations	Strategies for Improvement
Writing	Over the past four years (2008–2011), students have performed better on the short-writing tasks than on the long-writing tasks, for both topic development and use of conventions. In 2011, student performance in topic development declined on multiple-choice writing questions and short-writing tasks since last year.	In order to better understand cross-curricular student needs in writing and to plan next steps, have teachers in all subjects and grades collaborate to establish a common **vocabulary** and assessment standards and to give feedback about assignments that require a written response. Refer to the Communications category of all subject achievement charts for information on how their criteria inform and support writing instruction. Use the videos and learning resources about **moderated marking** and **teaching-learning critical pathways.** Refer to Ministry **exemplars** that feature writing tasks (e.g., the Grade 9 academic English supported opinion essays on conflict) to identify criteria for effective and ineffective topic development, use of detail, organization and use of conventions. Where relevant to the revised curriculum documents, use or adapt other subject-specific exemplars that feature writing tasks and related criteria. Teach writing skills cross-curricularly, using **subject-specific supports.** Provide opportunities to write extended responses in on-demand situations.
	In 2011, scorers reported that students who performed well on the short-writing tasks were able to structure their writing around a main idea, provide relevant support and use effective vocabulary to communicate their ideas. Students who performed poorly on the short-writing tasks often repeated ideas, provided vague support and used a limited vocabulary. Some students missed cues in the prompts. For example, instead of writing about providing advice to someone else, they wrote about receiving advice, or rather than explaining their choice of an ideal field trip destination, they listed many destinations they would like to visit.	Refer students to the **OSSLT preparation materials,** including the released student responses, the annotations and the rubrics, to help them identify and articulate the difference between vague and specific details and how details are connected to the main idea. Use components of the **writing process** to help students build skills. Model how to brainstorm words and generate ideas related to a topic before writing. Model how to select relevant supporting details, add content by selecting sufficient details, and organize and present information in complete sentences during writing. Have students practise developing short responses using key terms from subject-based questions and share these in small-group and **whole-class discussions. Assess for learning** and provide specific descriptive feedback on students' performance.

	Observations	Strategies for Improvement
Writing (continued)	Over the past four years (2008–2011), the percentage of students who received the top scores (Codes 50 and 60) for topic development has continued to increase for the series of paragraphs expressing an opinion, while it has varied for the news report. In 2011, there was an increase in the percentage of students who received the top scores for topic development in the news report since last year. However, the percentage was lower for the series of paragraphs expressing an opinion.	Continue to provide frequent opportunities to practise persuasive writing (e.g., an ad campaign, a blog response, or a letter to the editor, an administrator or a community leader) using different instructional strategies for **non-fiction writing** (e.g., **think-aloud, place mat, group writing,** whole-class discussions and the Ministry-licensed graphic organizer software). Continue to provide direct instruction and models to clarify the characteristics of a newspaper report (e.g., objective point of view, use of dates and quotations) as distinct from other **writing forms** (e.g., personal narrative, editorial or persuasive opinion piece).
	In 2011, scorers reported that students who performed well on the long-writing tasks were able to organize their writing to establish and sustain a clear focus or opinion, and provided enough relevant details to develop a logical progression of ideas. Students who performed poorly on the tasks often had an inconsistent or unclear focus in their writing, provided too few details to develop their ideas or included details that were confusing, and structured paragraphs poorly. Some students missed cues in the prompts (e.g., context for the opinion, headline, photograph) that could have been used to help direct and develop their writing.	Continue to provide frequent opportunities for students to apply their understanding of paragraph structures and **organizational patterns** in different forms of writing for different purposes.
	On the short-writing tasks, most students were able to use conventions so that any errors did not distract from communication. On the long-writing tasks, most students received Codes 30 and 40, indicating that they were able to use conventions in a way that did not distract from communication, or in a way that showed control. Over the past four years, students performed better on conventions for the news report than for the series of paragraphs expressing an opinion. This is true for all subgroups, such as English language learners, students taking applied English courses and students with special education needs.	Continue to help students to use correct spelling, grammar and punctuation in writing across all **subject areas.** Provide opportunities for peer-editing and feedback on use of conventions on first drafts of assignments. (Peers can also provide focused feedback on evidence of a main idea, presence of relevant supporting details and use of words or phrases that signal an organizational pattern, etc.)
	As in previous years, students generally performed well on the multiple-choice writing questions. However, this year, students performed less well on questions assessing Skill 3. These questions ask students to recognize common spelling, grammar and punctuation patterns in grade-appropriate written materials. While the percentages vary, this is true of all subgroups.	

GENERAL OBSERVATIONS AND SUGGESTED STRATEGIES FOR IMPROVEMENT

	Observations	Strategies for Improvement
Lack of Success	Between 2007 and 2011, the gap between successful and unsuccessful students decreased for Reading Skill 3, but increased for Reading Skills 1 and 2. The gap remained relatively stable for writing (topic development) for both short- and long-writing tasks. The percentage of blank responses was noticeably larger among students who were unsuccessful than among the student population as a whole for all open-response reading questions and short- and long-writing tasks.	For whole-school approaches to **student success,** have teachers **embed literacy strategies** across all subjects and view demonstration-classroom videos that show how **learning-focused conversations** can promote literacy development. Use and adapt Ministry-commissioned **subject-specific literacy lessons** that tailor specific reading and writing strategies to content. Encourage a whole-school focus on developing thinking skills through higher-level **questioning.** In all subjects, help students understand the learning objectives and **success criteria,** such as those in EQAO's OSSLT scoring guides, for reading and writing assignments. Have students use this understanding to self-assess and describe the quality of their work to others (e.g., peers, parents, caregivers) during **student-led conferences.**
	Student performance varied on the four open-response reading questions, but the majority of students who were unsuccessful overall received scores indicating they had minimal or only some reading comprehension, were unable to make interpretations and produced responses that included irrelevant or vague ideas and information from the selections (Codes 10 and 20). Although these students had difficulty with multiple-choice reading questions assessing all three reading skills, they had the most difficulty on questions measuring Reading Skill 3.	Before and during reading, use **cognitive templates** that help students navigate through texts (e.g., the probable passage template helps students preview vocabulary, break down and identify textual components (who, what, where) and predict content). Have students provide oral summaries, then practise writing summaries of short texts, then increasingly longer ones.
	Scorers noted that a common weakness in the reading open-responses was that students did not answer all aspects of the question or missed key words and therefore did not make a clear link between the selection and what the question was asking.	Have students practise identifying key words in **informational texts** and distinguishing between important and interesting ideas. To assess their understanding of subject matter, model developing **questions** after reading, and then have students practise developing their own questions and sharing them during subject-based discussions.
	Unsuccessful students showed greater success on the short- than on the long-writing tasks, as did the student population as a whole. In long writing, many students who were unsuccessful on the test received scores for topic development indicating that, although they did not establish and maintain a clear focus to their writing, they were able to provide some evidence of organization and some specific and relevant supporting details. Students were least successful on multiple-choice writing questions measuring Writing Skill 3.	Provide **discussion structures** (e.g., four corners) to help students learn how to develop an opinion and generate sufficient supporting details on a subject. Use writing templates such as **RAFTS** to help students understand the relationship between **text forms,** content, audience, purpose and writing focus. Continue to teach students **revising and editing** strategies. Provide in-class time for students to refine their work and build writing proficiency. **Assess for learning,** giving concrete feedback on what was done well and what needs improvement.

	Observations	Strategies for Improvement
Gender	There continues to be a gender gap, with females outperforming males in reading and writing.	To address the **literacy skills of males,** identify the degree to which **boys' underachievement** intersects with other factors (course level, socio-economic status, culture) in order to determine the most effective interventions for struggling readers and students at risk. Adopt practices used in schools with small gender gaps in their OSSLT results and described in the EQAO research study ***Towards an Understanding of Gender Differences in Literacy.*** Employ questioning strategies from **critical literacy** (e.g., examining texts for point of view, for portrayal of males and females, and for use of connotative language and supporting detail) to help students read closely and to encourage deeper engagement. Provide engaging opportunities for students (boys in particular) to explore narrative and dialogue through **graphic novels.**
	As was observed in 2010, the gap in reading performance favouring females was most noticeable in the dialogue reading selection. Overall in 2011, as in the past four years, there was very little difference in the way males and females responded to multiple-choice questions related to the reading selections. While performance for males and females on multiple-choice reading questions assessing Skill 1 has improved since 2008, it has declined on questions assessing Reading Skills 2 and 3. This year, the most pronounced difference favouring females is evident in multiple-choice reading questions that assess the use of grammatical structures and punctuation to understand the meaning of selections. In 2011, females continued to perform better than males on the open-response reading questions.	Review recent Ministry resources for strategies that improve the **literacy skills of males** and also have a positive impact on all students (e.g., **literature circles, differentiated instruction**). Encourage male students to read more, and more frequently, both independently and socially, in order to build knowledge of **vocabulary,** information, ideas and language conventions. Employ effective classroom practices (e.g., providing opportunities for **social interaction and talk,** using the arts and technology) to support the improvement of boys' literacy skills. Encourage female students to extend their skills and experiences by exploring technology (e.g., podcasts) and new literacies.
	The writing performance of both males and females in topic development for short writing has declined since 2008. However, performance in use of conventions has stayed relatively stable. Females performed slightly better than males in topic development for short writing. Overall, in 2011, there was little difference between males' and females' performances in both use of conventions and topic development for short writing.	Use the **writing process** to provide concrete and specific activities for finding and supporting the **main idea,** developing and organizing ideas (e.g., webbing and mapping) and adding details ("pass-it-on" templates and activities).

	Observations	Strategies for Improvement
Gender (continued)	Over the past four years, females have performed better than males on both long-writing tasks. On the series of paragraphs expressing an opinion, the gap in favour of females receiving the top scores (Codes 50 and 60) has remained the same, while it has been closing for the news report (in 2011, it was the smallest yet). In 2011, the performance of both males and females declined noticeably in multiple-choice Writing Skill 3 questions assessing the use of conventions, which focus on punctuation, capitalization, grammar and usage.	Encourage the use of online writing forms (e.g., wikis, blogs, fan fiction, zines, Web pages) to engage all students in writing for specific audiences and purposes.
English Language Learners	In 2011, the pattern of performance among the English language learners in reading and writing was similar to that of the student population as a whole.	Use strategies confirmed by research (e.g., direct vocabulary instruction and making inferences from context) to strengthen the **vocabulary** of **English language learners.** Focus on strategies and activities to help English language learners **build academic language and vocabulary.** **Build listening skills** to enhance vocabulary acquisition and comprehension. Use **word walls** to help close the vocabulary gap between English language learners and other students and engage students in exploring vocabulary and using words in new contexts.
	For all open-response and short-writing tasks, English language learners left a proportionally larger percentage of blanks than did the first-time eligible student population as a whole.	Through strategies such as modelling and discussion, encourage students to value their own experiences and knowledge and to link them to texts. Encourage them to attempt to answer all questions.
	English language learners had the most success on the multiple-choice reading questions that assessed their understanding of vocabulary and performed the least well on those assessing their understanding of syntax and graphic features in texts. English language learners also had difficulty with multiple-choice reading questions that assessed the use of grammatical structures and punctuation to understand the meaning of selections. The greatest differences in performance between English language learners and the student population as a whole were on multiple-choice reading questions that assessed understanding of vocabulary.	Teach conventions in authentic reading and writing contexts. During writing conferences, query students on their use of specific conventions (e.g., choice of verb endings, quotation marks) in order to determine their knowledge of same, and to help them identify and understand the effect of **syntax** and punctuation on meaning.

	Observations	Strategies for Improvement
English Language Learners (continued)	In 2011, English language learners also performed better on topic development for the series of paragraphs expressing an opinion than for the news report. Furthermore the percentage of English language learners who received the top scores in topic development for the opinion piece was nearly the same as that among the entire student population. As was true for the student population as a whole, on the short-writing tasks, most English language learners were able to use conventions so that any errors did not distract from communication. On the long-writing tasks, most English language learners received a Code 30 or 40, indicating that they were able to use conventions in a way that did not distract from communication or in a way that showed control, with a smaller proportion of them showing control.	Provide English language learners with many opportunities in **all subject areas** to read and discuss a wide variety of texts that expand their general knowledge.
Students with Special Education Needs	Over the past four years (2008–2011), the performance of students with special education needs on multiple-choice Reading Skill 1 questions has gradually improved, while their performance has declined on multiple-choice reading questions assessing Skills 2 and 3 (i.e., those asking them to draw inferences from texts and make interpretations).	Provide frequent opportunities for developing thinking skills through higher-level **questioning.** Teach **students with special education needs** concrete strategies for developing questions of their own. Break down complex tasks using the **strategy implementation continuum** (model, share and guide before assessing independent use of a strategy or skill) when introducing and reviewing reading and writing strategies.
	Since 2008, the percentage of students with special education needs receiving the top scores (Codes 50 and 60) for topic development has increased noticeably for the series of paragraphs expressing an opinion and slightly for the news report. Also, there has been an increase in the percentage of such students receiving the top score (Code 40) for conventions for both long-writing tasks. However, these percentages are still below the percentages for all students.	Continue to use diverse instructional methods, including differentiated instruction and universal design in order to include students with exceptionalities in learning more effectively.
	Over one-third of the students with special education needs received scores for topic development for the long-writing tasks that indicated they were unable to structure their writing around a main idea and provide sufficient relevant support to communicate their ideas clearly (Codes 20 and 30). Over one-half of students received scores for topic development for the short-writing tasks that indicate their responses were not developed or were developed with vague ideas and information (Codes 10 and 20).	In all content areas, provide direct teaching of **organizational patterns,** including transitional words and phrases and graphic organizers to help structure specific patterns.

	Observations	Strategies for Improvement
Course Type in English	As in previous years, students in the applied English course did not perform as well as students in the academic English course. The gap between the performance of students in the two courses is pronounced for all reading and writing prompts and tasks, with the exception of the use of conventions on the short-writing tasks.	Continue to provide an intensive cross-curricular focus on literacy skills for students in applied courses. Provide multiple opportunities, strategies and activities for developing **thinking skills,** in order to help students focus on important issues and concepts in texts and to help them learn the multiple roles of the literate learner (i.e., meaning maker, code user, text user and text analyzer). Provide activities for extending **vocabulary,** such as creating subject-specific **word walls,** in order to enhance reading comprehension and generate content for writing.
	Students in the applied English course also left a larger percentage of responses blank for all reading questions and writing tasks than did students in the academic English course. They left double the percentage of blank and off-topic responses for the open-response reading question that asked them to state the main idea and a specific detail that supports it for the information paragraph.	To enhance student knowledge and understanding of texts, provide strategies for developing **questions.** Provide direct explanation of different question types and subsequently have students generate and present their own questions that show their comprehension of information and ideas. Provide students with complete booklets from past OSSLT administrations to help them become familiar with their format and layout. Provide direct instruction in reading directions and prompts fully. Have small groups discuss and explain what they need to do to answer the question (e.g., identify key words, highlight information in the text). Have students explain OSSLT terms (e.g., "section" and "selection") and identify the breaks between reading and writing components.
	Among multiple-choice reading questions, the largest percentage-point gaps between students in the applied- and academic-level courses occurred in those assessing understanding of syntax and graphic features in selections. In 2011, the pattern of performance of students in the academic and applied English courses was similar for multiple-choice reading questions. There was a similar pattern for multiple-choice writing questions.	Teach students sentence combining skills, using sentences from authentic texts and their own work, to improve **syntax.** Encourage students to read orally, on their own or in pairs, in order to become sensitive to phrasing and syntax in their own and others' writing.

	Observations	Strategies for Improvement
Course Type in English (continued)	Students in the applied English course experienced more difficulty with multiple-choice writing questions assessing all three writing skills than did students in the academic English course.	
	Most students in the academic English course received scores in news-report topic development indicating they wrote clearly focused and organized responses that provided sufficient supporting details (Codes 40 to 60). A smaller proportion of students in the applied English course did so. There was a similar performance pattern on the series of paragraphs expressing an opinion task. For short writing (topic development) at the top score (Code 30), a gap similar to the one observed for the long-writing tasks favoured students in the academic- over those in the applied-level English course. For short writing (conventions), students in the two courses performed similarly. While students in the academic English course performed slightly better on topic development for the series of paragraphs expressing an opinion than for the news report, students in the applied course performed the same on both.	Provide students with opportunities to brainstorm ideas orally before writing, as rehearsing and internalizing brainstorming can help them generate more extensive content on their own. Provide practice identifying and looking for relationships (e.g., comparison/contrast, cause and effect) between ideas and information in all texts. Teach students different signal words and **organizational patterns** and how to use these to locate information, sequence main ideas and link new information to what they already know.

RESOURCES

EQAO reminds educators to use the **OSSLT preparation materials** posted on the EQAO Web site to prepare students for writing the test: *Planning and Preparation Guide*, Getting Ready Guide, Released OSSLT Materials (previous tests and answers), Sample Test Materials, and Characteristics of Successful and Unsuccessful Student Performance on the OSSLT. School success stories, also available on the EQAO Web site, provide information about school-wide strategies to improve student literacy skills.

Resources are listed in alphabetical order by topic.

List of Resources (2011)

For more information about

Assessment for learning, go to

- Ministry of Education of Ontario (Producer). (2007). *Assessment video—Clip 1.* [Video posted under "Resources for the Ontario Curriculum, Grades 9–12, ESL and ELD, 2007"]. Available at http://www.edu.gov.on.ca/eng/policyfunding/ocup/
- Ministry of Education of Ontario (Producer). (2007). *Assessment video—Clip 2.* [Video posted under "Resources for the Ontario Curriculum, Grades 9–12, ESL and ELD, 2007"]. Available at http://www.edu.gov.on.ca/eng/policyfunding/ocup/
- Ministry of Education of Ontario. (2010). Chapter 4: *Assessment for* and *as* learning. In *Growing success: Assessment, evaluation, and reporting in Ontario schools* (pp. 27–36). Toronto, Ontario: Queen's Printer. Available at http://www.edu.gov.on.ca/eng/policyfunding/growSuccess.pdf
- Literacy and Numeracy Secretariat (Producer). (2006, April 27). *Rethinking classroom assessment with purpose in mind* [Webcast]. Available at http://www.curriculum.org/secretariat/april27.shtml
- Literacy and Numeracy Secretariat. (2006, April 27). *Rethinking classroom assessment with purpose in mind: Viewing and discussion guide.* Available at http://www.curriculum.org/secretariat/files/April27Guide.pdf
- Literacy and Numeracy Secretariat. (2007, December). Student self-assessment (Capacity Building Series: Secretariat Special Edition 4). Available at http://www.edu.gov.on.ca/eng/literacynumeracy/inspire/research/StudentSelfAssessment.pdf

Boys' underachievement, go to

- Martino, W. (2008, April). *Boys' underachievement: Which boys are we talking about?* (What works? Research into Practice Research Monograph 12). Available at http://www.edu.gov.on.ca/eng/literacynumeracy/inspire/research/Martino.pdf

Building academic language and vocabulary, go to

- Cummins, J. (2007, June). *Promoting literacy in multilingual contexts* (What Works? Research into Practice Research Monograph 5). Available at http://www.edu.gov.on.ca/eng/literacynumeracy/inspire/research/Cummins.pdf

Building listening skills, go to

- *Connecting Practice and Research: Listening guide* (2008). Available at http://www.edugains.ca/resourcesLIT/CoreResources/Listening_Guide_June4%202009.pdf

Cognitive templates, go to

- Ministry of Education of Ontario. (2004). Reading between the lines/prediction (probable passages). *In Think Literacy: Subject Specific Examples: Language/English, Grades 7–9* (pp. 8–13). Available at http://www.edu.gov.on.ca/eng/studentsuccess/thinkliteracy/files/ThinkLitEnglish.pdf

Critical literacy, go to

- Literacy and Numeracy Secretariat (Producer). (2007, November 29). *Critical literacy* [Webcast]. Available at http://www.curriculum.org/secretariat/november29.shtml
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- Literacy and Numeracy Secretariat. (2009, August). *Critical literacy: A lens for learning* (Capacity Building Series: Secretariat Special Edition 9). Available at http://www.edu.gov.on.ca/eng/literacynumeracy/inspire/research/Critical_Literacy.pdf
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List of Resources (2011) (continued)

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- Ministry of Education of Ontario, EDU GAINS. (2009). *Critical Literacy: Questioning the text.* Literacy Gains. Available at http://www.edugains.ca/resourcesLIT/LiteracyinSpecialSubjects/LanguageEnglish/G9CritLit3_QuestioningTheText.pdf
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- Ministry of Education of Ontario, EDU GAINS. (2010, December 20). *I am a podcaster.* Available at http://www.edugains.ca/newsite/literacy2/subjectspecific/iamapodcaster.html

Differentiated instruction, go to

- Literacy and Numeracy Secretariat (Producer). (2006, March 29). *Differentiated instruction: Continuing the conversation* [Webcast]. Available at http://www.curriculum.org/secretariat/march29.shtml
- Literacy and Numeracy Secretariat (Producer). (2000, September 28). *Building upon our successes.* [Webcast]. Available at http://www.curriculum.org/secretariat/september28.shtml
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- Ministry of Education of Ontario. (2009, June). Instructional approaches. In *Learning for All, K–12* [draft] (pp. 13–24). Available at http://www.ontariodirectors.ca/L4All/L4A_en_downloads/LearningforAll%20K-12%20draft%20J.pdf

Discussion structures, go to

- Ministry of Education of Ontario. (2004). Oral communication. In *Think Literacy: Cross-Curricular Approaches, Grades 7–12* (pp. 32–40). Available at http://www.edu.gov.on.ca/eng/studentsuccess/thinkliteracy/files/ThinkLitLearning.pdf
- Ministry of Education of Ontario. (2004). Oral communication. *Think Literacy: Cross-Curricular Approaches, Grades 7–1* (pp. 152–192). Available at http://www.edu.gov.on.ca/eng/studentsuccess/thinkliteracy/files/Oral.pdf

Embedding literacy strategies, go to

- Ministry of Education of Ontario. (n.d.). *Think Literacy: Embedding literacy strategies into daily instruction* [Slide presentation]. Available at http://curriculum.adobeconnect.com/thinkliteracy/

English language learners, go to

- Ministry of Education of Ontario. (2005). Teach language everywhere: A cross-curricular approach. In *Many roots, many voices: Supporting English language learners in every classroom* (pp. 23–34). Available at http://www.edu.gov.on.ca/eng/document/manyroots/manyroots.pdf
- Literacy and Numeracy Secretariat (Producer). (2005, December 7). *Teaching and learning in multilingual Ontario* [Webcast]. Available at http://www.curriculum.org/secretariat/december7.shtml
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Exemplars, go to

- Ministry of Education of Ontario. (2000). *The Ontario Curriculum Exemplars, Grade 9.* Available at http://www.edu.gov.on.ca/eng/curriculum/secondary/english9ex/

Graphic features, go to

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- Ministry of Education of Ontario. (2009). Grade 9 English, Applied (ENG1P): Reading Graphic Text [Appendices]. In *Differentiated Instruction Teaching/Learning Examples.* Available at http://www.edugains.ca/resourcesDI/TeachingLearningExamples/Language%20-%20English%20Grades%207-10/Appendix%20EngGr9_Graphic%20Text.pdf

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Graphic novels, go to

- Ministry of Education of Ontario. (2005). Reading different text forms: Graphic novels. In *Think Literacy: Cross-Curricular Approaches, Grades 7–12: English, Grades 10–12* (pp. 36–41). Available at http://www.edu.gov.on.ca/eng/studentsuccess/thinkliteracy/files/ThinkLitEnglish10-12.pdf

Graphic organizers, go to

- Ministry of Education of Ontario. (2009). *The Road Ahead: Boys' literacy teacher inquiry project, 2005 to 2008.* Available at http://www.edu.gov.on.ca/eng/curriculum/RoadAhead2009_Supplement.pdf
- Ministry of Education of Ontario. (2005). Engaging in reading: Computerized graphic organizers. In *Think Literacy: Cross-Curricular Approaches, Grades 7–12: Computer integration, Grades 7–12* (pp. 2–7). Available at http://www.edu.gov.on.ca/eng/studentsuccess/thinkliteracy/files/ThinkLitComputerIntegration.pdf
- Ministry of Education of Ontario. (2004). Engaging in reading: Computerized graphic organizers. In *Think Literacy: Cross-Curricular Approaches, Grades 7–12: Family studies, Grades 9–10* (pp. 70–73). Available at http://www.edu.gov.on.ca/eng/studentsuccess/thinkliteracy/files/ThinkLitFamilyStudies.pdf

Graphical texts, go to

- Ministry of Education of Ontario. (2005). Reading different text forms: Graphical texts. In *Think Literacy: Cross-Curricular Approaches, Grades 7–12: Science, Grade 10, reading strategies* (pp. 6–13). Available at http://www.edugains.ca/resourcesLIT/LearningMaterials/SubjectSpecific/ThinkLiteracy/ThinkLitScienceReading.pdf
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- Ministry of Education of Ontario. (2005). Getting ready to read: Reading graphical text (project management). In *Think Literacy: Cross-Curricular Approaches, Grades 7–12: Technological education, Grades 9–12* (pp. 14–19). Available at http://www.edu.gov.on.ca/eng/studentsuccess/thinkliteracy/files/ThinkLitTechnology9-12.pdf
- Ministry of Education of Ontario. (2004). *Think Literacy: Cross-Curricular Approaches, Grades 7–12: Geography, Grade 9.* Available at http://www.edu.gov.on.ca/eng/studentsuccess/thinkliteracy/files/ThinkLitGeography9.pdf

Group writing, go to

- Ministry of Education of Ontario. (2004). Generating ideas: Adding content (pass it on!). In *Think Literacy: Cross-Curricular Approaches, Grades 7–12: Health and physical education, Grades 7–9* (pp. 80–85). Available at http://www.edu.gov.on.ca/eng/studentsuccess/thinkliteracy/files/ThinkLitHealthPhysEd.pdf

Informational texts, go to

- Ministry of Education of Ontario. (2003). Reading different text forms: Reading informational texts. In *Think Literacy: Cross-Curricular Approaches, Grades 7–12* (pp. 80–82). Available at http://www.edu.gov.on.ca/eng/studentsuccess/thinkliteracy/files/Reading.pdf
- The "Reading different text forms" sections of the various volumes of *Think Literacy: Cross-Curricular Approaches, Grades 7–12,* available at http://www.edu.gov.on.ca/eng/teachers/studentsuccess/specific.html

Learning-focused conversations, go to

- Ministry of Education of Ontario. *Learning-focused conversations and shared reading in Grade 12 history* [Webcast]. Available at http://www.edugains.ca/resourcesLIT/LiteracyVideo/index.html?movieID=2

Literacy skills of males, go to

- Ministry of Education of Ontario. (2004). Teach with a purpose: Understanding boy's learning styles. In *Me read? no way! a practical guide to improving boys' literacy skills* (pp. 15–21). Toronto, Ontario: Queen's Printer for Ontario. Available at http://www.edu.gov.on.ca/eng/document/brochure/meread/meread.pdf
- Ministry of Education of Ontario (Producer). (n.d.). *Video: Read anything good lately? Boys, books and reading.* [Video]. Available at http://www.edu.gov.on.ca/eng/curriculum/boysliteracy.html#video
- Ministry of Education of Ontario. (2008, June). *Boys' literacy teacher inquiry: Work plan support booklet 3*(4). Available at http://www.edu.gov.on.ca/eng/studentsuccess/thinkliteracy/files/SupportJune08.pdf
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- Ministry of Education of Ontario. (2009). *Me read? and how! Ontario teachers report on how to improve boys' literacy skills.* Toronto, Ontario: Queen's Printer. Available at http://www.edu.gov.on.ca/eng/curriculum/meRead_andHow.pdf
- Ministry of Education of Ontario. (n.d.). *What current research tells us.* Available at http://www.edu.gov.on.ca/eng/studentsuccess/thinkliteracy/files/Research.pdf

Literature circles, go to

- Literacy and Numeracy Secretariat. (2010, January). *Literature circles* [Webcast]. Available at http://www.curriculum.org/secretariat/circles/index.shtml

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- Ministry of Education of Ontario. (2004). Most/least important idea(s) and information. In *Think Literacy: Cross-Curricular Approaches, Grades 7–12* (pp. 44–47). Available at http://www.edu.gov.on.ca/eng/studentsuccess/thinkliteracy/files/Reading.pdf
- Ministry of Education of Ontario. (2004). Most/least important idea(s) and information: Reading a problem. In *Think Literacy: Subject-Specific Examples: Mathematics, Grades 7–9* (pp. 44–50). Available at http://www.edu.gov.on.ca/eng/studentsuccess/thinkliteracy/files/ThinkLitMath.pdf
- Ministry of Education of Ontario. (2004). Most/least important idea(s) and information. In *Think Literacy: Health and physical education, Grades 7–10* (pp. 26–32). Available at http://www.edu.gov.on.ca/eng/studentsuccess/thinkliteracy/files/ThinkLitHealthPhysEd.pdf
- Ministry of Education of Ontario. (2004). Most/least important idea(s) and information (Food marketing and advertising). In *Think Literacy: Family studies, Grades 9–10* (pp. 32–34). Available at http://www.edu.gov.on.ca/eng/studentsuccess/thinkliteracy/files/ThinkLitFamilyStudies.pdf.
- Ministry of Education of Ontario. (2004). Reading different text forms. In *Think Literacy: Subject-Specific Examples, Grades 7–9: Mathematics* (pp. 58–74). Available at http://www.edu.gov.on.ca/eng/studentsuccess/thinkliteracy/files/ThinkLitMath.pdf

Making connections, go to

- Ministry of Education of Ontario. (2004). Posters for instruction: During reading—Make connections. In *Think Literacy: Cross-Curricular Approaches, Grades 7–12: Reading strategies.* Available at http://www.edu.gov.on.ca/eng/studentsuccess/thinkliteracy/files/Reading.pdf
- Ministry of Education of Ontario. (2004). Reacting to reading: Responding to text (graffiti). In *Think Literacy: Cross-Curricular Approaches, Grades 7–12* (pp. 66–69). Available at http://www.edu.gov.on.ca/eng/studentsuccess/thinkliteracy/files/Reading.pdf

Making inferences, go to

- Literacy and Numeracy Secretariat. (2009, October). Some word-learning strategies. In *A world of words: Enhancing vocabulary development for English language learners* (Capacity Building Series: Secretariat Special Edition 11) (pp. 5–6). Available at http://www.edu.gov.on.ca/eng/literacynumeracy/inspire/research/world_of_words.pdf
- Literacy and Numeracy Secretariat. (n.d.). *Comprehending in action: Inferring* (Literacy and Numeracy Secretariat Professional Learning Series Module 1, Sessions 1–5). Available at http://www.ontla.on.ca/library/repository/mon/18000/270559.pdf
- Ministry of Education of Ontario. (2004). Reading between the lines: Making inferences. In *Think Literacy: Cross-Curricular Approaches, Grades 7–12* (pp. 40–43). Available at http://www.edu.gov.on.ca/eng/studentsuccess/thinkliteracy/files/Reading.pdf

Moderated marking, go to

- Literacy and Numeracy Secretariat. (2007, September). *Teacher moderation: Collaborative assessment of student work* (Capacity Building Series: Secretariat Special Edition 2). Available at http://www.edu.gov.on.ca/eng/literacynumeracy/inspire/research/Teacher_Moderation.pdf
- Literacy and Numeracy Secretariat. (2007, September 10). *Teacher moderation: Collaborative assessment of student work* [Webcast]. Available at http://www.curriculum.org/secretariat/september10.shtml

Non-fiction writing, go to

- Literacy and Numeracy Secretariat. (2008, May 2). Reading conference: Text structure (Part 4: Teaching Non-Fiction Writing, Clip 1). Of *High-Yield Strategies to Improve Student Learning* [Webcast]. Available at http://www.curriculum.org/secretariat/may2.shtml
- Literacy and Numeracy Secretariat. (2008, April 18). Connie Wright: Persuasive writing: Deconstructing a newspaper article. *Non-Fiction Writing* [Webcast]. Available at http://www.curriculum.org/secretariat/april18.shtml
- Literacy and Numeracy Secretariat. (2008, April 18). Bridget Scime: Report writing. *Non-Fiction Writing* [Webcast]. Available at http://www.curriculum.org/secretariat/april18.shtml
- Literacy and Numeracy Secretariat. (2009, April 21). Dr. Douglas Reeves: Non-fiction writing. *Quality Teaching: It's Intentional* [Webcast]. Available at http://www.curriculum.org/secretariat/april21.shtml
- Ministry of Education of Ontario. (2004). Writing strategies. In *Think literacy: Cross-Curricular Approaches, Grades 7–12* (pp. 112–122). Available at http://www.edu.gov.on.ca/eng/teachers/studentsuccess/think.html
- Literacy and Numeracy Secretariat. *Non-fiction writing for the junior student* (Capacity Building Series: Secretariat Special Edition 5). Available at http://www.curriculum.org/secretariat/files/Apr18JuniorStudent.pdf

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- Ministry of Education of Ontario. (2004). Developing and organizing ideas. In *Think literacy: Cross-Curricular Approaches, Grades 7–12* (pp. 108–122). Available at http://www.edu.gov.on.ca/eng/studentsuccess/thinkliteracy/files/Writing.pdf
- Ministry of Education of Ontario. (2005). Developing and organizing ideas: Looking for relationships. In *Think literacy: Cross-Curricular Approaches, Grades 7–12: Library research, Grades 7–12* (pp. 25–27). Available at http://www.edu.gov.on.ca/eng/studentsuccess/thinkliteracy/files/ThinkLitLibrary.pdf
- Ministry of Education of Ontario. (2005). Developing and organizing ideas in *Think Literacy: Subject-Specific Strategies, Grades 7–12, English, Grades 10–12* (pp. 42–45). Available at http://www.edu.gov.on.ca/eng/studentsuccess/thinkliteracy/files/ThinkLitEnglish10-12.pdf

OSSLT preparation materials, go to

- the "Educator Resources" section of the Education Quality and Accountability Office Web site: http://www.eqao.com/Educators/Secondary/10/10.aspx?Lang=E&gr=10.

Place mat, go to

- Ministry of Education of Ontario. (2005). Small group discussions: Place mat. In *Think Literacy: Cross-Curricular Approaches, Grades 7–12: Oral strategies* (pp. 62–64). Available at http://www.edu.gov.on.ca/eng/studentsuccess/thinkliteracy/files/Oral.pdf

Questioning/questions, go to

- Literacy and Numeracy Secretariat. (2009, April 21). Dr. Annette Woods: Critical literacy. *Quality Teaching: It's Intentional* [Webcast]. Available at http://www.curriculum.org/secretariat/april21.shtml
- Ministry of Education of Ontario. *Developing thinking skills through higher-level questioning* [Slide presentation]. Available at https://admin.na3.acrobat.com/_a59783387/thinkingskills
- Giroux, L. The key to good assessments: Developing good open-response reading test questions for Grade 10 students. *EQAO Connects* (Issue 2, 2009). Available at http://www.eqao.com/eMagazine/2009/issue_1/eMagArticle.aspx?Lang=E&ArticleID=04&ItemID=41.
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RAFTS, go to

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Reading Strategies, go to

- Ministry of Education of Ontario. (2004). Engaging in reading: Reading between the lines. In *Think Literacy: Cross-Curricular Approaches, Grades 7–12: Reading strategies* (pp. 40–43). Available at http://www.edu.gov.on.ca/eng/studentsuccess/thinkliteracy/files/Reading.pdf
- Ministry of Education of Ontario (2005). Introduction to reading strategies. In *Think literacy: Cross-Curricular Approaches, Grades 7–12: Locally developed compulsory credit course—Grade 9 Science* (pp. 2–56). Available at http://www.edu.gov.on.ca/eng/studentsuccess/thinkliteracy/files/ThinkLitLDCCscience9.pdf
- Ministry of Education of Ontario. (2004). *Think Literacy: Subject-Specific Examples: Geography, Grades 7–9 (Grade 9)*. Available at http://www.edu.gov.on.ca/eng/teachers/studentsuccess/specific.html
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- Ministry of Education of Ontario. (2005). Reading strategies: Reading different text forms. In *Think Literacy: Cross-Curricular Approaches, Grades 7–12: Religious and family life education* (pp. 40–55). Available at http://www.edu.gov.on.ca/eng/studentsuccess/thinkliteracy/files/ThinkLitReligion.pdf
- Ministry of Education of Ontario (2004, 2005). Reading strategies: Reading different text forms. In *Think Literacy: Subject Specific Examples, Grades 7–12: Science and technology (2004 and 2005)*. Available at http://www.edu.gov.on.ca/eng/studentsuccess/thinkliteracy/files/ThinkLitScience.pdf

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Relationships between ideas, go to

- Ministry of Education of Ontario. (2005). Developing and organizing ideas: Looking for relationships. In *Think Literacy: Cross-Curricular Approaches, Grades 7–12: Library research, Grades 7–12* (pp. 26–27). Available at http://www.edu.gov.on.ca/eng/studentsuccess/thinkliteracy/files/ThinkLitEnglish.pdf

Revising and editing, go to

- Ministry of Education of Ontario. (2005). Developing and organizing ideas: Looking for relationships. In *Think Literacy: Cross-Curricular Approaches, Grades 7–12: Writing strategies* (pp. 124–139). Available at http://www.edu.gov.on.ca/eng/studentsuccess/thinkliteracy/library.html
- Ministry of Education of Ontario. (2005). Writing strategies: Revising and editing. In *Think Literacy: Cross-Curricular Approaches, Grades 7–12: English, Grades 10–12* (pp. 46–59). Available at http://www.edu.gov.on.ca/eng/studentsuccess/thinkliteracy/files/ThinkLitEnglish10-12.pdf

Social interaction and talk, go to

- Ministry of Education of Ontario. (2009). Let them talk: Appealing to boys' need for social interaction and talk. In *Me read? and how! Ontario teachers report on how to improve boys' literacy skills* (pp. 32–37). Toronto, Ontario: Queen's Printer for Ontario. Available at http://www.edu.gov.on.ca/eng/curriculum/meRead_andHow.pdf

Strategy implementation continuum, go to

- Ministry of Education of Ontario. (2010). *Strategy implementation continuum.* Available at http://www.edugains.ca/resourcesLIT/CoreResources/Strategy%20Implementation%20Continuum.pdf

Structure, go to

- Ministry of Education of Ontario. (2004). Getting ready to read: Finding organizational patterns. In *Think Literacy: Cross-Curricular Approaches, Grades 7–12: Reading* (pp. 16–19). Available at http://www.edu.gov.on.ca/eng/teachers/studentsuccess/think.html

Student-led conferences, go to

- Ministry of Education of Ontario. (2010, April). Learning intentions and success criteria. In *Student-led conferences: Informing practice* [Webcast]. Available at http://www.curriculum.org/secretariat/studentled/informing.html
- Literacy and Numeracy Secretariat. (2010). *Student-led conferences: Viewer's guide* (Literacy and Numeracy Secretariat Webcast Professional Learning Series). Toronto, Ontario: Queen's Printer for Ontario. Available at http://www.curriculum.org/secretariat/studentled/files/SLCViewerGuide.pdf

Student success, go to

- Ministry of Education of Ontario. *Supporting student success in literacy, Grades 7–12: Effective practices of Ontario school boards.* Available at http://www.edu.gov.on.ca/eng/document/brochure/literacy/index.html#plan
- Ministry of Education of Ontario. (2003). *Think literacy success, Grades 7–12: The report of the expert panel for students at risk in Ontario.* Toronto, Ontario: Queen's Printer for Ontario. Available at http://www.edu.gov.on.ca/eng/document/reports/literacyreport.pdf

Students with special education needs, go to

- Bennett, S. (2009, January). *Including students with exceptionalities* (What works? Research into Practice Research Monograph 16). Available at http://www.edu.gov.on.ca/eng/literacynumeracy/inspire/research/Bennett.pdf
- Ministry of Education of Ontario. (2009, June). *Learning for all, K–12* [draft]. Available at http://www.ontariodirectors.ca/L4All/L4A_en_downloads/LearningforAll%20K-12%20draft%20J.pdf

Subject areas, go to

- the *Think Literacy* subject-specific documents available at http://www.edu.gov.on.ca/eng/teachers/studentsuccess/specific.html
- Ministry of Education of Ontario. (n.d.). *Think Literacy: Embedding literacy strategies into daily instruction* [Slide presentation]. Available at https://admin.na3.acrobat.com/_a59783387/thinkliteracy/.

Subject-specific literacy lessons, go to

- the *Think Literacy* subject-specific examples available at http://www.edugains.ca/newsite/literacy2/subjectspecific/subjectspecific.html

Subject-specific supports, go to

- the *Think Literacy* subject-specific examples available at http://www.edugains.ca/newsite/literacy2/subjectspecific/subjectspecific.html

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Success criteria, go to

- Ministry of Education of Ontario. (2010). Chapter 4: Assessment for and as learning. In *Growing success: Assessment, evaluation, and reporting in Ontario schools* (pp. 27–36). Toronto, Ontario: Queen's Printer. Available at http://www.edu.gov.on.ca/eng/policyfunding/growSuccess.pdf
- Ministry of Education of Ontario. (2010). *Learning Goals and Success Criteria* [Videos]. Available at http://www.edugains.ca/newsite/aer2/aervideo/learninggoals.html. See in particular "Segment 4: Developing Success Criteria" [http://www.edugains.ca/resourcesAER/VideoLibrary/index.html?movieID=16] and "Segment 6: Co-constructing Success Criteria" [http://www.edugains.ca/resourcesAER/VideoLibrary/index.html?movieID=18]

Summarizing, go to

- Literacy and Numeracy Secretariat. (2009, January). *Teaching for understanding: Summarization* [Webcast]. Available at http://www.curriculum.org/secretariat/january30TU.shtml
- Ministry of Education of Ontario. (2004). Getting ready to read: Finding organizational patterns. In *Think Literacy: Cross Curricular Approaches, Grades 7–12: Reading* (pp. 16–19). Available at http://www.edu.gov.on.ca/eng/studentsuccess/thinkliteracy/files/Reading.pdf

Syntax, go to

- The Learning 360 videos featuring Harold Syntax available at http://resources.elearningontario.ca/. (The Ontario Educational Resource Bank for teachers, students and parents is password protected. Contact your local school board for information about using these resources. Search using the term "Harold Syntax" for this series of videos.)

Teaching-learning critical pathways, go to

- Ministry of Education of Ontario. (2008, June). *Teaching-learning critical pathways* (Capacity Building Series: Secretariat Special Edition 6). Available at http://www.edu.gov.on.ca/eng/literacynumeracy/inspire/research/teaching_learning.pdf

Text forms, go to

- Ministry of Education of Ontario. (2005). Getting ready to read: Previewing a text. In *Think Literacy: Cross-Curricular Literacy Approaches, Grades 7–12: Family studies, parenting, Grade 11* (pp. 6–7, 38–45). Available at http://www.edu.gov.on.ca/eng/studentsuccess/thinkliteracy/files/ThinkLitParenting.pdf
- Ministry of Education of Ontario. (2004). Getting ready to read. In *Think Literacy: Cross-Curricular Literacy Approaches, Grades 7–12, Reading strategies* (pp. 8–15). Available at http://www.edu.gov.on.ca/eng/studentsuccess/thinkliteracy/files/Reading.pdf
- Ministry of Education of Ontario. (2004). Getting ready to read. In *Think Literacy: Cross-Curricular Literacy Approaches, Grades 7–12: Mathematics, Grades 7–9* (pp. 2–9). Available at http://www.edu.gov.on.ca/eng/studentsuccess/thinkliteracy/files/ThinkLitMath.pdf
- Ministry of Education of Ontario. (2004). Reading different text forms. In *Think Literacy: Cross-Curricular Literacy Approaches, Grades 7–12: Science, Grade 10, Reading strategies* (pp. 2–16). Available at http://www.edu.gov.on.ca/eng/studentsuccess/thinkliteracy/files/ThinkLitScienceReading.pdf

Think aloud strategy and sample lessons, go to

- Ministry of Education of Ontario. (2004). Visualizing. In *Think Literacy: Cross-Curricular Approaches, Grades 7–12, Reading Strategies* (pp. 56–59). Available at http://www.edu.gov.on.ca/eng/teachers/studentsuccess/think.html

Thinking skills, go to

- Martin, C. & Leclerc, J. (2009, Winter). Robust thinking: A must for all students. *Principal Connections 13*(2). Available at http://www.cpco.on.ca/News/PrincipalConnections/PastIssues/Vol13/Issue2/RobustThinking.pdf

Towards an Understanding of Gender Differences in Literacy, go to

- Klinger, D. A., Shulha, L.A. & Wade-Woolley, L. (2009, March). *Towards an Understanding of Gender Differences in Literacy.* Available at http://www.eqao.com/Research/pdf/E/Towards_an_Understanding_of_Gender_Differences_in_Literacy_Achievement.pdf

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Case Studies: Schools on the Journey of Learning—OSSLT

Case Studies: Schools on the Journey of Learning

OBSERVATIONS FROM THE FIELD

Over the past few months, EQAO has visited a number of secondary schools throughout Ontario. Engaging with the education community in this manner has allowed EQAO to learn about strategies being used to support student achievement in literacy.

Several common themes emerged throughout these visits, including the following:

- Principals and teachers have become more adept at using results from EQAO assessments and other data as a reference point to identify the educational needs of all students and to guide their interventions for those struggling. Throughout the province, there has been a strong emphasis on the early identification and support of at-risk students.
- All secondary teachers are committed to being teachers of literacy, as demonstrated by their efforts to work in collaborative teams to improve student achievement.
- Initiatives by schools to engage parents have resulted in an increase in parental involvement, which has had a positive impact on student success.
- The networking of secondary schools with their feeder schools to analyze EQAO and classroom data, engage in moderated marking, and share and refine instructional and assessment practices contribute to improved student learning.

In celebration of this spirit of achievement, EQAO has profiled several publicly funded Ontario schools. Each school team has shared what EQAO and other data have taught them about their students and the innovative approaches they are using to address areas for improvement. These schools are notable for their success in improving the literacy skills of their students, as demonstrated by their OSSLT results over time.

The school profiles in the following pages are just a few of the many remarkable and inspiring stories across Ontario's publicly funded school system. EQAO is pleased to highlight the accomplishments of these schools and celebrate the exemplary work of the school teams, which make a significant difference in their communities.

Arnprior District High School

RENFREW COUNTY DISTRICT SCHOOL BOARD

Student population: 880; Grades: 9–12; Principal: Neil Farmer

A comprehensive semestered school, Arnprior offers a full range of academic, applied and locally developed programs to a primarily English-speaking mix of urban and rural students in Grades 9–12. Additionally, since 2007, a growing number of congregated high-needs special education classes allow staff to accommodate the diverse educational requirements of every child in the school's jurisdiction. Intent on enhancing student achievement and development for all, the staff use data extensively and work tirelessly to engage students and support literacy development school-wide.

Last June, OSSLT data indicated that first-time eligible students in academic programs were excelling in literacy and that a significant number of pupils in applied, special education and locally developed programs were likewise exceeding provincial expectations. These findings concurred with local results evidencing significant academic progress over time. Conversely, however, OSSLT data also indicated that one-third of second-time eligible students were not meeting literacy requirements for graduation, thus illuminating a sector of the school's population whose needs were underserved.

Already committed to differentiated instruction as a powerful means of ensuring that all students receive the instruction they require, the administration, through a staff survey, challenged staff to individually reflect on and evaluate their expertise in differentiating instruction for students deemed to be at risk. Subsequently, when the survey data indicated a significant need for professional development in engaging these students, excellence in teaching through differentiated instruction became the main focus of Arnprior's school improvement plan. Then, using survey responses to guide discussion, the principal met individually with staff to explore personal professional development options and clarify expectations for staff differentiated instruction plans. Those already well versed in the strategy were encouraged to show departmental leadership, as mentors and coaches, and to devise, demonstrate and discuss strategies for embedding it in the school's daily practice.

Teacher coaching has been a key strategy in Arnprior's success. Every aspect of this multi-levelled model, outlined in Arnprior's school improvement plan, targets at-risk students either through direct, intensive instruction in specific areas of the curriculum or by assisting teachers in creating working templates and refining their differentiated instruction strategies to improve student achievement. Acting as non-evaluative, supportive observers in individual classrooms, coaches provide professional development for teachers by communicating and modelling

Cheryl Welbanks-Virgin, Neil Farmer (principal)

exemplary instructional practices. They convey these same skills in individual or small group conversations, differentiating their expectations with teachers and students and asking them to be accountable for their own learning. The in-school teacher newsletter, *Coach's Corner*, also provides ideas for differentiated instruction and alerts staff to resources available to integrate it into the curriculum. Additionally the teacher of the after-school literacy program is skilled in differentiated instruction and assists colleagues by e-mailing sample lessons adaptable to the various disciplines. It is clear that a culture of trust, openness and cohesiveness among staff and students is blossoming.

The student success team also keeps students' needs in the forefront while analyzing EQAO data, sharing it with various departments and meshing EQAO results with the school's own report card, credit accumulation and anecdotal information to facilitate planning and evaluation. Close communication with feeder schools and strong transitional ties ensure that supports

"EQAO data either reaffirms what you have been doing or makes you rethink what you have to do, what direction you have to take."

Neil Farmer, principal

"We chose a strategy that would reach out to those at-risk students who are not engaged at school and help us in terms of behaviour, attendance and improving literacy skills. Differentiated instruction was applicable also to all staff members because it allowed them to tailor professional development to meet their needs."

Neil Farmer, principal

are in place before students arrive at Arnprior. The board-sponsored Literacy Day, featuring Grades 7–9 teachers tracing connections between elementary and secondary EQAO data, Link Crew orientation activities, and peer leaders welcoming Grade 9 students, further strengthens cross-panel relationships and increases student success rates.

At Arnprior, the student success team and the rest of the staff promote and track student progress through weekly meetings, daily conversations and e-mail. Moreover, using the data-based summative homework checker Rip It Up, the student success team monitors assignments and, following a clear pyramid of interventions, helps students keep on track.

Furthermore, in the fall, Grade 10 students write a diagnostic literacy test drawn from EQAO materials to help identify those at risk in literacy. If students are unsuccessful, letters are sent home listing interventions such as an off-site remediation day to review the four key areas of the curriculum as well as specific, intensive literacy classes available at the school. Parents are referred to the EQAO Web site for resources and informed of the after-school literacy program, which arranges late rides home for rural students. Keeping parents well informed has had a positive impact on participation and student success rates as well as parental engagement and support.

Strong, visionary leadership and data-sensitive allocation of funds for specific well-founded strategies with accompanying professional development have advanced student achievement at Arnprior and increased the capacity of an already dedicated teaching team who hold high expectations for their students.

Arnprior District High School

OSSLT STUDENT POPULATION

(eligible to write the test for the 1st time)

48%	Male
52%	Female
35%	Applied
58%	Academic
7%	Locally developed
<1%	Other
21%	Special education needs
0%	English language learners
0%	Speak primarily a language other than English at home*

*Based on responses to Student Questionnaire

Eastdale Collegiate and Vocational Institute

DURHAM DISTRICT SCHOOL BOARD

Student population: 1320; Grades: 9–12; Principal: Mary Shea

Eastdale Collegiate and Vocational Institute serves students in Grades 9 through 12 in the city of Oshawa. Over the past five years, the school has experienced many changes, including the transition to a semestered schedule, losing half of its student population to a new high school and then gaining more than 600 students when a neighbouring high school closed. Although the demographics of the school have remained constant, with English the predominant language, many incoming students need intensive literacy support in order to be successful.

The school provides a wide range of courses, and supports numerous extracurricular activities, including an extensive variety of sports teams and student leadership, arts and technical programs.

Staff examined EQAO literacy results, school course data, detailed board reports and credit accumulation data to identify trends and make decisions about where improvements were needed in each department. They also studied the EQAO student questionnaire and EQAO Grade 9 mathematics assessment data to identify students needing support. The staff recognized that Grade 9 mathematics assessment results are a reliable predictor of success on the Ontario Secondary School Literacy Test. As a result, particular Grade 10 students were identified as needing additional support, and a mentoring program for those at the applied level was initiated. The focus on literacy skills during the mentoring program resulted in an improvement in student skill levels as well as enhanced relationships for all. With considerable staff support, the program expanded to include all at-risk Grade 10 students. A partnership was also formed with University of Ontario Institute of Technology pre-service faculty of education students, which expanded the mentorship program further.

Positive outcomes for students come in many forms. Eastdale staff created a professional development plan involving differentiated instruction, brain theory, multiple intelligences and co-operative learning activities and invested in classroom resources to improve student engagement. Course materials were individualized to meet student needs. Common assessment practices using EQAO sample materials were implemented to increase consistency and continuity in strategies and assessment practices throughout the school.

Administration and staff worked together to provide an engaging learning environment for the students. Decisions were made to limit interruptions to instruction. The staff used the curriculum not only to involve their students in

Eastdale Collegiate and Vocational Institute

OSSLT STUDENT POPULATION

(eligible to write the test for the 1st time)

53%	Male
47%	Female
37%	Applied
56%	Academic
7%	Locally developed
<1%	Other
20%	Special education needs
<1%	English language learners
<1%	Speak primarily a language other than English at home*

*Based on responses to Student Questionnaire

Top Row: Karen Whiteman (teacher-librarian), Myfanwy Charles (head of English, student success teacher) Bottom Row: Connie White (vice-principal), Mary Shea (principal)

"Using EQAO and other assessment data helps our staff to increase student achievement. The data enables us to identify the literacy learning gaps so that we can develop programs and strategies across the curriculum to target these gaps and then measure our progress in closing the gaps for our students. However, as powerful as data is, the 'magic' happens in our school when students are inspired by the strong bonds formed through individualized attention from caring teachers."

Mary Shea, principal

activities that supported their instructional needs but also the various extracurricular activities throughout the school. For example, the sets for the theatre performances were created by the students during technology and art classes. A cross-curricular approach was also used in the many specific literacy initiatives.

Eastdale Collegiate also has a good working relationship with its feeder schools and works collaboratively with them to improve literacy skills. Grades 7 and 8 teachers make regular connections with high school staff through a board-supported family-of-schools initiative and a Web-based learning community known as Moodle. The program involves students reading and reflecting on their books, and allows feeder schools to partner with the high school in a blogging activity with Grade 9 students. Students read and responded in writing daily, and blogged once a week with their secondary counterparts. There were more than 700 students in the program and, through student success funding, high-interest popular adolescent books were purchased for each participating classroom as well as iPods for reluctant readers. An initial attitude survey about the program was completed by the students, and teachers saw increased levels of thinking in student responses and conversations.

Promoting literacy is the key to Eastdale's success. For example, Eastdale Reads is an initiative that has all Grades 9 and 10 classes read independently every Tuesday and Thursday. Students read newspapers, magazines and a wide variety of books. Caught Reading at Eastdale is a program that involves community members such as police officers, fire fighters and hockey players, who drop in to the school to read with students and to reinforce the importance of reading in their jobs. Students are also encouraged to "Get Carded" by joining the public library, especially to make use of the many resources available.

The Eastdale administration and staff are very proud of the success of their students. Having the students engaged and participating is the key to their success. All staff members at Eastdale Collegiate and Vocational Institute are committed to student success and work hard to ensure that students have the supports they need.

Riverdale Collegiate Institute

TORONTO DISTRICT SCHOOL BOARD

Student population: 1236; Grades: 9–12; Principal: Kenn Harvey

There is great diversity in the socio-economic and cultural backgrounds of the students at Riverdale Collegiate, and all heritages are honoured and celebrated. Most students were born in Canada, but many speak another language at home. The school offers credit courses in Cantonese, Mandarin, Spanish and Ojibwe in the belief that literacy skills cross all language barriers. Students and staff work together to ensure that Riverdale is a safe and comfortable place to learn.

"The OSSLT is a powerful and successful motivator for teachers to provide students with the necessary literacy skills to be successful lifelong learners. As educators, that is our moral imperative."

Kenn Harvey, principal

Riverdale has a history of academic success. Today Riverdale is truly a community school, and the teachers believe that all students can be successful. The OSSLT results confirm this view, for while the demographics have changed, the student success rate has remained impressive.

Riverdale staff use the rich data from the OSSLT to plan for improvement. The focus is on areas in which students, especially previously eligible students, had difficulties. The necessary supports are provided to ensure future success. Principal Kenn Harvey thinks that it is also important to look at the areas of strength.

Riverdale Collegiate Institute

The teachers share a culture of learning from each other. Their professional learning teams are cross-curricular. There is a dialogue between departments and an understanding that instructional methodologies that work in one area can work in another. The OSSLT data have motivated teachers to teach literacy skills across the curriculum. Daily sustained silent reading supports the understanding that reading is the foundation of successful learning.

Students and teachers have close ties to Riverdale's feeder schools. There is ongoing communication among the teachers from Grades 6 through 12. EQAO's Cohort Tracking reports give Riverdale teachers rich longitudinal information on incoming students to help with planning and early intervention.

The staff are conscious of their instructional and assessment practices and the impact they have on student learning. The teachers plan and work collaboratively, making sure that

"We can use the EQAO OSSLT data to find gaps that we can remediate, but we must not overlook our successes. We must look at what we are doing well. We have teachers that are doing remarkable things in reasonable and doable ways, and we can take the techniques and strategies that they are using and apply them in other subject areas."

Kenn Harvey, principal

there is a balance of formative and summative assessments. They provide descriptive feedback using exemplars and assessment for learning as well as assessment of learning. Teachers provide accommodations and one-on-one help for at-risk students.

"One of the reasons that our students are so successful is the commitment to literacy in our feeder and community schools. The students come to Grade 9 with very strong skills. I am not minimizing the work that our teachers do in Grade 9 and Grade 10 to help build the literacy skills but we get students with skills that reflect a commitment to literacy from kindergarten. These skills are reflected in the Grade 3 results for our cohort and again in the Grade 6 results. Students come to us already at or above the provincial standards."

Kenn Harvey, principal

The school's literacy committee is composed of teachers from different departments. They work together to provide opportunities for students to become familiar with the process of writing a formal external evaluation such as the OSSLT. These sessions allow students to gain confidence in writing both classroom assessments and others.

To address the needs of previously eligible students, teachers review the EQAO data to find areas of challenge and consider them in light of classroom assessment information in all the subject areas. The teachers provide direct support for these students. For English language learners, the teachers mindfully prepare lessons that address how students break down questions and respond to them.

Riverdale is a busy school with an interested and active parent association. Parents and students expect a commitment to learning. The students participate in all aspects of school life and are highly motivated. The teachers at Riverdale are just as motivated and work hard to provide many opportunities for their students to demonstrate their learning and to improve their achievement. They work with students and parents to celebrate the diverse heritage and cultures in the school. The Riverdale staff encourage all students to see themselves as successful lifelong learners. The high school graduation rate at Riverdale continues to speak to the school's success.

Kenn Harvey, principal

OSSLT STUDENT POPULATION
(eligible to write the test for the 1st time)

51%	Male
49%	Female
9%	Applied
89%	Academic
<1%	Locally developed
1%	Other
13%	Special education needs
5%	English language learners
10%	Speak primarily a language other than English at home*

*Based on responses to Student Questionnaire

21st-Century Skills

21st-Century Skills

BACKGROUND

EQAO develops and administers high-quality province-wide assessments in Ontario. An important part of this work is to investigate and report on trends that will enable the agency to continue to report useful information to educators and the public in a world-class manner. One such trend is the shift in skills that young people need to develop during their school years in order to participate effectively and successfully in the world and workplace of the 21st century.

Many countries have identified the acquisition of 21st-century skills as critical to providing students with meaningful and engaging school experiences and preparing them for their future life and workplace demands. Various groups of educators, policymakers, government leaders, representatives of businesses and technology firms and others have attempted to identify and describe these critical skills to meet the needs of the next generation of learners. One of the most prominent groups is a coalition called the Partnership for 21st Century Skills.

There is a general agreement among members of the 21st-century skills movement that cross-curricular skills are required to live in, function in and contribute to the "knowledge society." These skills include broad competencies such as creativity, innovation, problem solving, communication, collaboration, teamwork and critical thinking, as well as different literacies such as media, technology, financial, health, and global literacy, as well as numeracy. The Organisation for Economic Co-operation and Development (OECD) framework for the Programme for International Student Assessment (PISA) lists the following as skills students require to be life-long learners and meet the challenges of the future: analyzing, reasoning, problem-solving and communicating ideas. The Conference Board of Canada and the Ontario Ministry of Training, Colleges and Universities (MTCU) have identified 21st-century or essential employability skills that can be organized into six categories: numeracy; communication; critical thinking and problem solving; personal management; interpersonal; and information management.

Although the context for using these skills may be rapidly changing as a result of technological developments and globalization, the skills students need in the 21st century are not new; they are foundational. Critical thinking, problem solving, communication, collaboration and teamwork, for example, have been valued skills for a long time. Fluency in such skill areas as numeracy, information literacy and global awareness is not a new requirement for individual and collective success, nor are creativity and innovation. These are the enduring skills that students require to be able to respond to the evolving and often transient demands of the workplace and the world.

None of these skills can be acquired in a void. In fact, they are interdependent and need to be taught, learned, practised and assessed in the context of a rich and robust curriculum. Mastery of 21st-century skills is dependent on a depth of knowledge, extensive practice in different subject areas, and multiple opportunities to apply these skills across subject areas.

Higher-level skills like critical thinking, problem-solving and communication can be assessed with a range of well-designed classroom-based and large-scale performance tasks and standards-based tests that include measures that encourage greater analysis, interpretation and problem solving and provide students with opportunities to show how they have arrived at answers. Information about students' attitudes, behaviours and self-perceptions can be gathered through classroom assessments and student questionnaires used in both classroom and large-scale assessment contexts.

In 2010, EQAO identified and reported on the links between EQAO data and three 21st-century-skill categories (communication, numeracy, and critical thinking and problem solving) assessed by the Grade 9 Assessment of Mathematics and the OSSLT and EQAO data. For this report, a fourth skill category concerning personal management (attitudes and behaviours) has been added. Based on an examination of the 2011 data, this report updates the information on the progress students are making toward the acquisition of 21st-century skills expected by the end of Grade 12. The following charts demonstrate the links among the associated learning outcomes, the numeracy and literacy skills assessed by the Grade 9 Assessment of Mathematics and the OSSLT, respectively, and EQAO data.*

* The skill categories and their associated learning outcomes have been adapted from those given by the Conference Board of Canada (2010) and the Ministry of Training, Colleges and Universities (2010).

1. Communication

21ST-CENTURY LEARNING OUTCOMES	LITERACY SKILLS ASSESSED BY THE OSSLT	EQAO DATA RELATED TO THE LEARNING OUTCOMES 2007–2011
• Communicate clearly and correctly in the written form • Respond to written text in a manner that ensures effective communication	In the writing component of the test, students are given multiple-choice questions and are prompted to write two short responses, a series of paragraphs expressing an opinion and a news report. Through their responses, students demonstrate their ability to communicate ideas and information clearly and coherently and use conventions in a manner that does not distract from clear communication.	**OSSLT** 1) Overall achievement results 2) Percentage of first-time-eligible (FTE) students at top scores for writing tasks averaged over the past five years:* • Long-writing tasks: average percentage at top scores (Codes 50 and 60) for topic development; average percentage below Code 50 • Short-writing tasks: percentages at top score (Code 30) for topic development
• Read and understand information presented in a variety of forms (e.g., words, graphs, charts, diagrams)	In the reading component of the test, students use reading strategies to interact with a variety of narrative, informational and graphic selections to construct an understanding of explicitly and implicitly stated information and ideas as well as make connections between the meaning of the texts and their personal knowledge and experience.	1) Overall achievement results 2) Average results among FTE students for clusters of items (multiple-choice and open-response questions) by reading skill: understanding explicitly stated information and ideas, making inferences, and interpreting reading selections by integrating information

2. Numeracy

21ST-CENTURY LEARNING OUTCOMES	MATHEMATICS SKILLS AND PROCESSES ASSESSED BY THE GRADE 9 ASSESSMENT OF MATHEMATICS	EQAO DATA RELATED TO THE LEARNING OUTCOMES 2007–2011
• Execute mathematical operations accurately • Decide what needs to be measured or calculated • Use relevant mathematical knowledge and skills to explain or clarify ideas • Access, analyze and apply knowledge and skills from various disciplines	Students are expected to apply several cognitive skills and mathematical processes. To be successful on the assessment, they have to demonstrate a considerable understanding of mathematical concepts and procedures and to apply their knowledge and skills with considerable effectiveness. Students are also expected to select and use a variety of computational strategies; make connections among mathematical concepts and procedures; communicate their thinking in writing using mathematical vocabulary and conventions; connect, compare, select and apply the appropriate representations of mathematical ideas and monitor their thinking.	1) Overall achievement results 2) Item analysis for multiple-choice and open-response questions related to skills of application and of knowledge and understanding 3) Student Questionnaire data: some learning strategies

* FTE students typically entered Grade 9 during the 2009–2010 school year. These students (and any others placed in this cohort) were required to write the OSSLT for the first time in April 2011. "FTE" includes all students in the FTE cohort who are working toward an Ontario Secondary School Diploma.

3. Critical Thinking and Problem Solving

21ST-CENTURY LEARNING OUTCOMES	MATHEMATICS SKILLS AND PROCESSES ASSESSED BY THE GRADE 9 ASSESSMENT OF MATHEMATICS	EQAO DATA RELATED TO THE LEARNING OUTCOMES 2007–2011
• Apply a systematic approach to solve problems • Use a variety of thinking skills to solve problems • Analyze ideas and information to draw conclusions and make judgments	Students are expected to solve problems by selecting and applying a variety of problem-solving strategies. They have to follow an effective process to find a complete solution and look back at it: make a plan and carry it out; identify the most important elements of the problem, understand relationships between elements, and draw appropriate conclusions with supporting evidence.	1) Overall achievement results 2) Item analysis for multiple-choice and open-response questions related to skill of problem solving
	LITERACY SKILLS ASSESSED BY THE OSSLT	**EQAO DATA RELATED TO THE LEARNING OUTCOMES 2007–2011**
	Students are expected to analyze ideas and information presented in reading selections and respond to questions that require them to make interpretations and justify them.	1) Average results among FTE students for clusters of items (multiple-choice and open-response questions) by Reading Skills 2 and 3: making inferences and interpreting reading selections by integrating information and ideas in them with personal knowledge and experiences 2) Item analysis for multiple-choice and open-response questions related to Reading Skills 2 and 3

4. Personal Management: Attitudes and Behaviours

21ST-CENTURY LEARNING OUTCOMES	MATHEMATICS SKILLS AND PROCESSES ASSESSED BY THE GRADE 9 ASSESSMENT OF MATHEMATICS	EQAO DATA RELATED TO THE LEARNING OUTCOMES 2007–2011
• Feel good about themselves and be confident • Show interest, initiative and effort	Students are expected to demonstrate the mathematical skills required by *The Ontario Curriculum* up to the end of Grade 9 and connect their mathematical thinking to daily life.	1) Student Questionnaire data: student engagement, self-perception and confidence 2) Student Questionnaire data: perceptions of mathematical learning and its connection to real-life contexts
	LITERACY SKILLS ASSESSED BY THE OSSLT	**EQAO DATA RELATED TO THE LEARNING OUTCOMES 2007–2011**
	Students are expected to demonstrate the literacy (reading and writing) skills required by *The Ontario Curriculum* across all subject areas up to the end of Grade 9, and connect their literacy skills to daily life.	1) Student Questionnaire data: time spent reading and the variety of reading done outside school 2) Student Questionnaire data: time spent writing and the variety of writing done outside school

AN EXAMINATION OF 21ST-CENTURY SKILLS

The following information from the Grade 9 Assessment of Mathematics and the OSSLT provides indications of how Ontario secondary school students are progressing toward acquiring the 21st-century skills described above.

1. Communication

Since 2007, more than 80% of fully participating FTE students have been successful on the OSSLT. Students successful on the test have acquired the basic cross-curricular literacy skills in reading and writing and are progressing toward the acquisition of the 21st-century skills related to communication (writing clearly, correctly and effectively and understanding information presented in a variety of forms).

Over the past five years,

- more than one-third of students have reached the top scores (Codes 50 and 60) for topic development on the long-writing tasks. Students who reached the top scores were able to communicate clearly and effectively by organizing specific and relevant ideas and by developing a clearly stated opinion or a clear, consistent focus. The other two-thirds of the students require continued support to ensure that they become able to communicate effectively and develop clear, well-organized writing.
- on average, three-quarters of students have reached the top score (Code 30) on topic development on the short-writing tasks. These students were able to communicate clearly by supporting a main idea in complete sentences.
- students have performed well on reading questions assessing all three reading skills, which means that they were able to read, understand and respond to information presented in a variety of forms (narrative, informative, graphic text). Unsuccessful students have had difficulty with questions assessing all three reading skills.

2. Numeracy

Students performing at or above the provincial standard (Level 3) were able to apply their knowledge and skills in mathematics with considerable effectiveness and were progressing toward the acquisition of the 21st-century skills related to numeracy (perform mathematical operations accurately, decide what to measure or calculate, and explain or clarify mathematical thinking).

Academic Mathematics Course

Since 2007, approximately three-quarters of students taking the academic mathematics course have performed at or above the provincial standard (Level 3).

Over the past five years,

- approximately two-thirds of students have performed well on multiple-choice questions assessing knowledge and understanding, and the application of mathematical concepts. This suggests that students were able to select and use computation strategies and apply formulas related to the assessed concepts.
- on average, more than one-half of students have received the top scores (Codes 30 and 40) for the open-response questions assessing the application of mathematical concepts. Students who reached the top scores were able to use relevant mathematical knowledge to represent their mathematical thinking.

In 2011,

- the Student Questionnaire data have shown that 48% of students indicated that they connect new mathematics concepts with what they already know about mathematics or other subjects.

Applied Mathematics Course

Since 2007, over one-third of students taking the applied mathematics course have performed at or above the provincial standard (Level 3).

Over the past five years,

- more than two-thirds of students have performed well on multiple-choice questions assessing knowledge and understanding and more than one-half of students have performed well on multiple-choice questions assessing the application of mathematical concepts. These students were able to demonstrate their understanding of mathematical concepts and were able to select and use computation strategies and apply formulas related to the assessed concepts.
- on average, fewer than one-half of students have received the top scores (Codes 30 and 40) for the open-response questions assessing the application of mathematical concepts. Students who received the top scores were able to use relevant mathematical knowledge and skills to represent and explain their answers.

In 2011,

- the Student Questionnaire data have shown that 34% of students indicated that they connect new mathematics concepts with what they already know about mathematics or other subjects.

3. Critical Thinking and Problem Solving

Students who performed at or above the provincial standard (Level 3) on the Grade 9 Assessment of Mathematics and met the minimum standard for literacy on the OSSLT were progressing toward the acquisition of the 21st-century skills related to critical thinking and problem solving (apply a variety of thinking skills and a systematic approach to solving problems, and analyze information to make judgments and draw conclusions).

Academic and Applied Mathematics Courses

Over the past five years,

- the overall performance of students taking the academic mathematics course has been better than that of students taking the applied mathematics course; however, students in both courses have performed least well on multiple-choice and open-response questions assessing the skill of problem solving, indicating that they had difficulty solving multi-step problems and require continued support in selecting and using problem-solving strategies to determine a solution and support their thinking.

OSSLT

Over the past five years,

- approximately three-quarters of students have performed well on multiple-choice questions assessing the reading skills of making inferences and constructing interpretations based on the ideas and information presented in different reading selections.
- one-third to three-quarters of the students have received the top score (Code 30) for open-response questions related to the same reading skills, indicating that they could interpret texts and support their interpretations. However, there has been a gradual decline in the percentage of students who have received the top score.
- unsuccessful students have had difficulty analyzing ideas and information in texts to make judgments, draw conclusions and support their answers.

4. Personal Management: Attitudes and Behaviours

More than 90% of students responded to the Student Questionnaires for the Grade 9 Assessment of Mathematics and the OSSLT, which gather information about students' attitudes and behaviours toward their reading, writing and mathematics learning. Schools are encouraged to use this contextual data when reviewing achievement data to inform their decisions for targeting strategies and resources for student improvement.

Academic Mathematics Course

Over the past five years, the Student Questionnaire data have shown that

- one-half of students indicated that they liked mathematics and were good at mathematics.
- although nearly three-quarters of students indicated that they understood most of what they have been taught, fewer than one-half of students stated that the mathematics they were learning was useful for everyday life, suggesting that many students did not see real-life connections to the mathematics they were learning.

Applied Mathematics Course

Over the past five years, the Student Questionnaire data have shown that

- one-third of students indicated that they liked mathematics and were good at mathematics.
- although almost two-thirds of students indicated that they understood most of what they had been taught, fewer than one-half of students stated that the mathematics they were learning was useful for everyday life, suggesting that many students did not see real-life connections to the mathematics they were learning.

Among students in academic and applied mathematics courses, fewer females than males indicated each of the following: they liked mathematics, they understood most of what they have been taught and the mathematics they were learning was very useful for everyday life. This suggests that many females do not have a positive self-perception of their mathematical learning.

OSSLT

Over the past five years, the Student Questionnaire data have shown that

- more than 90% of students applied their skills to write e-mail and chat messages. However, only one-third to one-half of students applied their skills to write in other forms for their own use outside school, including personal and work-related writing. Fewer than one-third of students wrote in English outside school for more than three hours a week.
- more than 90% of students read Web sites and e-mail and chat messages, and more than one-half of students read a variety of texts, such as magazines, newspapers, song lyrics, poems and fiction, for their own use outside school. However, fewer than one-half of students read in English outside school for more than three hours a week.

Summary

Although the full range of 21st-century skills is larger than what is discussed in this report, data from the Grade 9 Assessment of Mathematics and the OSSLT provide one indication of how Ontario secondary school students are progressing toward acquiring the 21st-century skills in communication, numeracy, critical thinking and problem solving, and personal management (attitudes and behaviours). The findings suggest that the majority of students were well on their way to acquiring these essential and enduring skills. However, the findings also suggest continued areas for consideration when providing support for students. These include

- using critical-thinking skills to solve problems;
- communicating ideas clearly, coherently and effectively;
- making real-life connections for applying numeracy and literacy skills and
- developing positive attitudes toward reading, writing and mathematics.

It is important to note that the findings and areas for consideration in the 21st-century skills report on EQAO's primary- and junior-division assessments are consistent with those identified in this secondary report. Acquiring the communication, numeracy, critical thinking and problem solving and personal management (attitudes and behaviours) skills occurs on a continuum of life-long learning.

The 21st-century skills are enduring and have an impact on students' academic, personal and work lives. All students today—not only a select few—need to acquire them.

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Appendices

THE EQAO ASSESSMENT PROCESS

About the Grade 9 Assessment of Mathematics

The Grade 9 Assessment of Mathematics involves all students enrolled in a Grade 9 applied or academic mathematics course and is conducted twice annually—in January for students in first-semester courses and in June for students in second-semester and full-year courses. The assessment measures how well students have met the provincial expectations for mathematics, as outlined in *The Ontario Curriculum*.

About the Ontario Secondary School Literacy Test

The Ontario Secondary School Literacy Test (OSSLT) assesses the cross-curricular reading and writing skills students are expected to have learned by the end of Grade 9, as outlined in *The Ontario Curriculum*. Students across Ontario wrote the OSSLT in two 75-minute sessions on March 31, 2011. Students must be successful on the OSSLT, or complete the Ontario Secondary School Literacy Course (OSSLC), to earn their Ontario Secondary School Diploma.

Students who were not successful on the OSSLT receive information about the areas in which they need to improve and have the option to retake the test at its next administration or to enrol in the OSSLC.

Design and Development

All EQAO assessments are developed in keeping with the *Principles for Fair Student Assessment Practices for Education in Canada* (1993), a document created by representatives of national education institutions and associations and widely endorsed by Canada's education community. EQAO consults with internationally recognized experts in large-scale assessment for all aspects of the assessments: design, development, bias reviews, field testing, administration, scoring and reporting. Educators from across the province also work with EQAO on all aspects of the assessments, including question development and review (i.e., for bias, curriculum connection and content), scoring-material development and scoring.

Parallel English- and French-language versions of the tests are developed. Each version has the same number and types of questions but reflects variations in the curricula for both languages and, in the case of Grade 9, between the academic and applied courses.

The Grade 9 Assessment of Mathematics contains multiple-choice and open-response questions through which students can demonstrate what they know and can do. Grade 9 students enrolled in the academic mathematics course are assessed on their demonstration of knowledge and skills across the four strands of the academic mathematics curriculum: number sense and algebra, linear relations, analytic geometry, and measurement and geometry. Grade 9 students enrolled in the applied mathematics course are assessed on their demonstration of knowledge and skills across the three strands of the applied mathematics curriculum: number sense and algebra, linear relations, and measurement and geometry.

The OSSLT measures student literacy through multiple-choice questions, open-response reading questions, and short- and long-writing tasks. Although each year's test is made up of a new set of questions, the literacy standard remains the same. The standard for the OSSLT describes a minimum acceptable level of student achievement. It describes student performance in literacy that meets or exceeds the minimum criteria (successful) or does not meet the minimum criteria (not successful).

Consistency and Fairness

Each year, schools are sent English- or French-language administration and accommodation guides. These guides provide instructions to ensure that consistent administrative and accommodation procedures are followed. The guides describe in detail what is expected of educators involved in the administration of the EQAO assessments, including

- professional responsibilities for the administration of the assessments;
- detailed steps to follow (e.g., preparation of materials for distribution to students, administration and return of materials);
- the permitted accommodations and special provisions and
- the deferrals and exemptions allowed for students participating in the OSSLT, according to the Ministry of Education's Policy/ Program Memorandum No. 127.

Quality Assurance

During the administration of the EQAO assessments, quality-assurance monitors visit schools across the province, selected at random. Monitors examine security procedures for the assessment materials before, during and after the administration and determine whether it was consistent with the EQAO guidelines and instructions.

Scoring

EQAO's scoring procedures are designed to ensure accurate, fair and reliable results for all students. Before scoring takes place, all student booklets are scrambled so that they can be distributed randomly to scorers. All student booklets go through "blind scoring," with no information on the student work that could identify a student. EQAO's scoring process includes scorer training, which requires successful completion of a qualifying test, and monitoring for validity and reliability. The validity and reliability of scoring is tracked daily at the scoring site, and retraining occurs if it is required.

The OSSLT is double scored, which means that every open-response question and writing task is scored independently by two trained scorers. In cases where the two scores differ, the question is scored by a third scorer to determine the score.

Given the EQAO scoring process, parents and students can be assured that the results obtained are a reliable indication of the students' work and that the work has been scored against the same standard, which has been applied consistently for all students across the province and from year to year.

Reporting

The results of the assessments yield individual, school and school-board data on student achievement. EQAO posts board and school results on its Web site for public access. As well, EQAO publishes an annual provincial report for education stakeholders and the general public.

Data from the assessments provide valuable information to support improvement planning at the school, school-board and provincial levels.

ABOUT THE EDUCATION QUALITY AND ACCOUNTABILITY OFFICE

The Education Quality and Accountability Office (EQAO) is a catalyst for increasing the success of Ontario students by measuring their achievement of reading, writing and mathematics curriculum expectations. As an arm's-length provincial agency, EQAO plays a pivotal role by conducting province-wide tests at key points in every student's primary, junior and secondary education and reporting the results. This objective and reliable evidence adds to the current knowledge about student learning and is an important tool for improvement at the individual, school, school board and provincial levels.

Schools and school boards create their own reports of EQAO data for distribution to parents and others in their communities. EQAO posts school, school board and provincial results on its Web site (www.eqao.com).

Mandate

EQAO is dedicated to working with the education community and to enhancing the quality and accountability of the education system in Ontario. This is achieved through student assessments that produce objective, reliable and relevant information, and through the timely public release of this information along with recommendations for system improvement.

Values

EQAO values all students having the opportunity to reach their highest possible level of achievement.

EQAO values its role as a service to educators, parents, students, government and the public in support of teaching and learning in the classroom.

EQAO values credible evidence that informs professional practice and focuses attention on interventions that improve student success.

EQAO values research that informs large-scale assessment and classroom practice.

EQAO values the dedication and expertise of Ontario's educators and their involvement in all aspects of the assessment processes and the positive difference their efforts make in student outcomes.

EQAO values the delivery of its programs and services with equivalent quality in both English and French.

Board Results

Board Name	Midcnt
Algoma DSB	28010
Algonquin and Lakeshore Catholic DSB	67202
Avon Maitland DSB	66010
Bluewater DSB	66001
Brant Haldimand Norfolk Catholic DSB	67164
Bruce-Grey Catholic DSB	67008
Catholic DSB of Eastern Ontario	67172
DSB of Niagara	66150
DSB Ontario North East	28002
Dufferin Peel Catholic DSB	67083
Durham Catholic DSB	67105
Durham DSB	66060
Grand Erie DSB	66168
Greater Essex County DSB	66028
Halton Catholic DSB	67113
Halton DSB	66133
Hamilton-Wentworth Catholic DSB	67121
Hamilton-Wentworth DSB	66141
Hastings and Prince Edward DSB	66222
Huron-Perth Catholic DSB	67016
Huron-Superior Catholic DSB	29025
James Bay Lowlands SSB	15148
Kawartha Pine Ridge DSB	66079
Keewatin-Patricia DSB	28045
Kenora Catholic DSB	29050
Lakehead DSB	28061
Lambton Kent District School Board	66036
Limestone DSB	66206
London District Catholic School Board	67032
Near North DSB	28037
Niagara Catholic DSB	67156
Nipissing-Parry Sound Catholic DSB	29017
Northeastern Catholic DSB	29009
Ottawa Catholic District School Board	67180
Ottawa-Carleton DSB	66184
Peel District School Board	66125
Peterborough Victoria Northumberland and Clarington CDSB	67067
Rainbow District School Board	28029
Rainy River DSB	28053
Renfrew County Catholic DSB	67199
Renfrew County DSB	66214
Simcoe County DSB	66109
Simcoe Muskoka Catholic DSB	67091
St. Clair Catholic District School Board	67040
Sudbury Catholic DSB	29033
Superior-Greenstone DSB	28070
Thames Valley District School Board	66044
Thunder Bay Catholic DSB	29068
Toronto Catholic District School Board	67059
Toronto DSB	66052
Trillium Lakelands DSB	66087
Upper Canada DSB	66192
Upper Grand DSB	66117
Waterloo Catholic DSB	67148
Waterloo Region DSB	66176
Wellington Catholic DSB	67130
Windsor-Essex Catholic DSB	67024
York Catholic DSB	67075
York Region DSB	66095

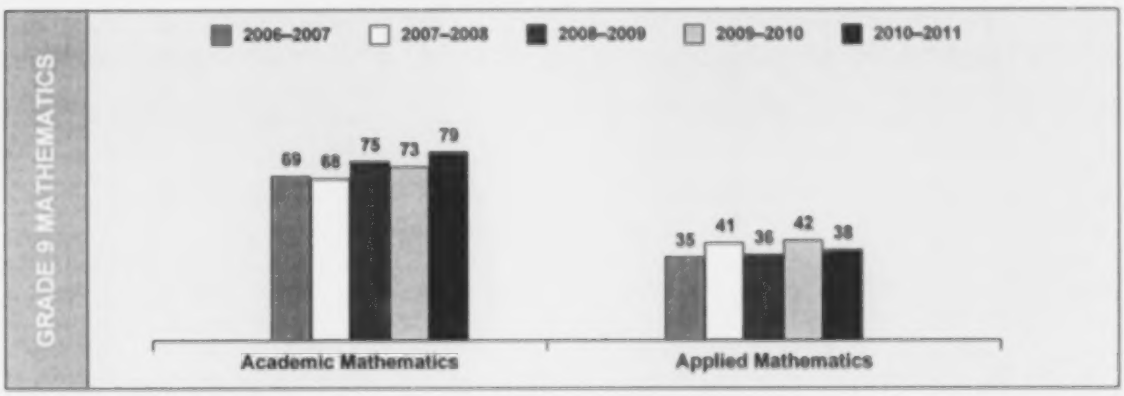
Board Name: Algoma DSB (28010)

DEMOGRAPHIC INFORMATION	Grade 9		OSSLT
	Academic	Applied	FTE
English language learners	1%	1%	<1%
English language learners receiving special provisions*	1%	1%	<1%
Students with special education needs (excluding gifted)	8%	27%	21%
Students with special education needs receiving accommodations*†	5%	17%	17%
Speak only or mostly a language other than English at home	3%	3%	1%
Number of schools	9	10	12

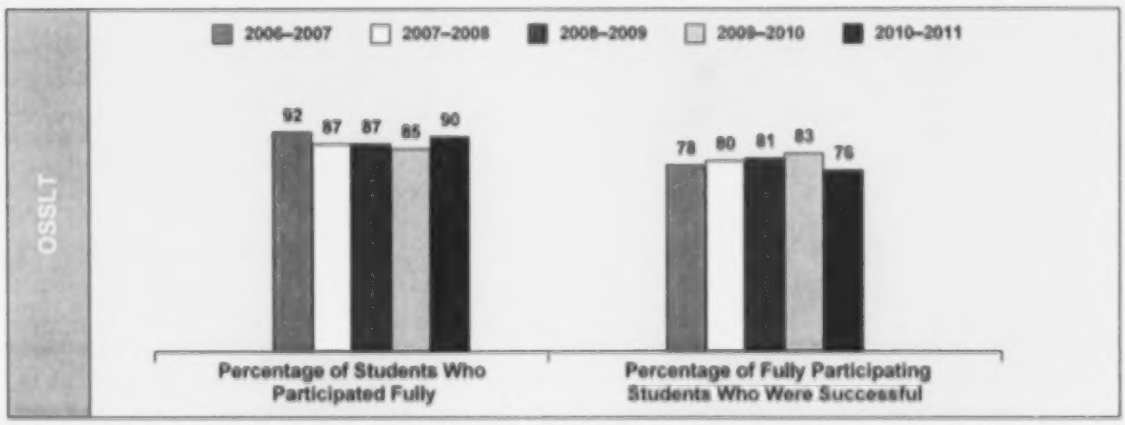
* Percentages are based on the number of students who participated fully.
† Excluding gifted for OSSLT.

Number of Students	2006–2007	2007–2008	2008–2009	2009–2010	2010–2011
Academic mathematics	548	574	510	527	529
Applied mathematics	403	398	393	346	291
OSSLT: first-time eligible students who participated fully	982	898	929	824	840
OSSLT: first-time eligible fully participating students who were successful	765	720	748	680	638

PERCENTAGE OF ALL STUDENTS AT OR ABOVE THE PROVINCIAL STANDARD (LEVELS 3 AND 4) OVER TIME



PERCENTAGE FIRST-TIME ELIGIBLE STUDENTS PARTICIPATING FULLY AND PERCENTAGE SUCCESSFUL OVER TIME



Note: 2011 OSSLT results for previously eligible students: 55% participated fully and 47% of fully participating students were successful.

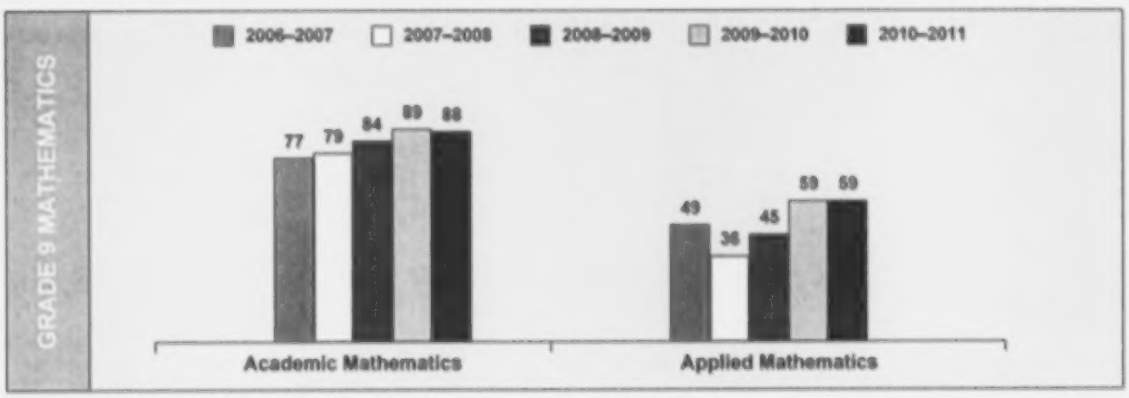
Board Name: Algonquin and Lakeshore Catholic DSB (67202)

DEMOGRAPHIC INFORMATION	Grade 9		OSSLT
	Academic	Applied	FTE
English language learners	0%	0%	1%
English language learners receiving special provisions*	0%	0%	<1%
Students with special education needs (excluding gifted)	6%	44%	20%
Students with special education needs receiving accommodations*†	5%	43%	17%
Speak only or mostly a language other than English at home	3%	3%	2%
Number of schools	5	5	5

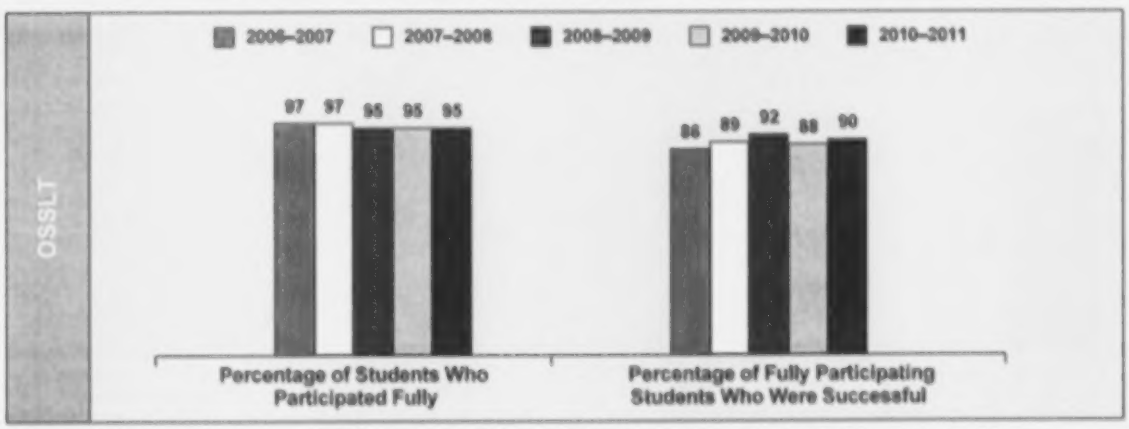
* Percentages are based on the number of students who participated fully.
† Excluding gifted for OSSLT.

Number of Students	2006–2007	2007–2008	2008–2009	2009–2010	2010–2011
Academic mathematics	780	706	662	650	647
Applied mathematics	275	276	243	316	253
OSSLT: first-time eligible students who participated fully	954	1 054	933	875	940
OSSLT: first-time eligible fully participating students who were successful	823	941	857	773	843

PERCENTAGE OF ALL STUDENTS AT OR ABOVE THE PROVINCIAL STANDARD (LEVELS 3 AND 4) OVER TIME



PERCENTAGE FIRST-TIME ELIGIBLE STUDENTS PARTICIPATING FULLY AND PERCENTAGE SUCCESSFUL OVER TIME



Note: 2011 OSSLT results for previously eligible students: 33% participated fully and 63% of fully participating students were successful.

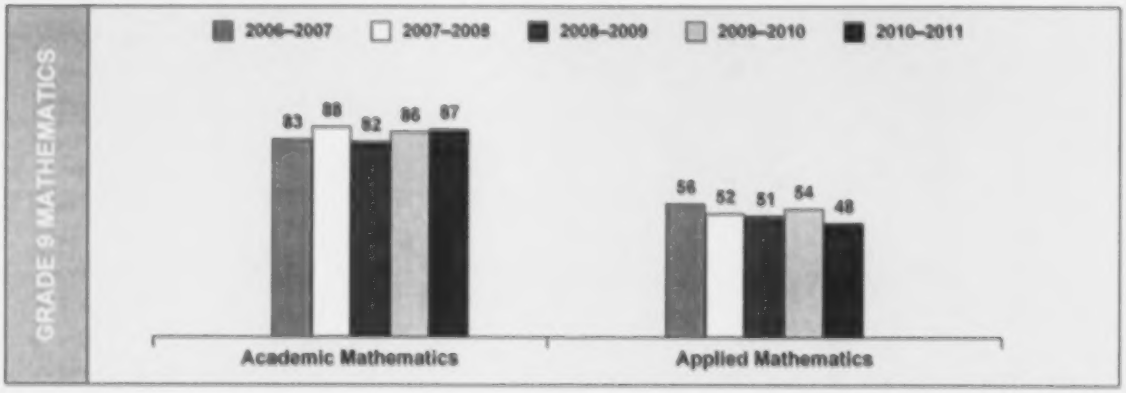
Board Name: Avon Maitland DSB (66010)

DEMOGRAPHIC INFORMATION	Grade 9		OSSLT
	Academic	Applied	FTE
English language learners	<1%	0%	<1%
English language learners receiving special provisions*	<1%	0%	<1%
Students with special education needs (excluding gifted)	5%	22%	17%
Students with special education needs receiving accommodations*†	4%	20%	14%
Speak only or mostly a language other than English at home	3%	1%	1%
Number of schools	9	9	9

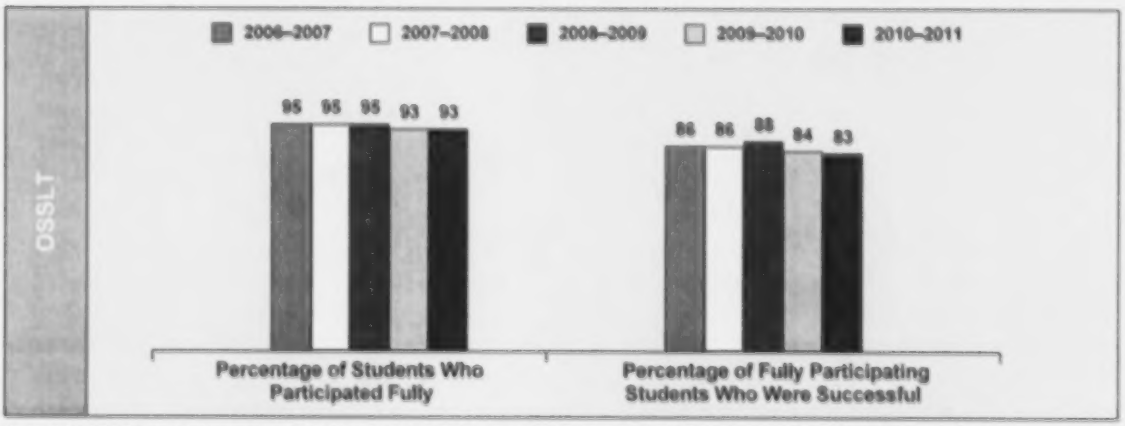
* Percentages are based on the number of students who participated fully.
† Excluding gifted for OSSLT.

Number of Students	2006–2007	2007–2008	2008–2009	2009–2010	2010–2011
Academic mathematics	866	849	786	834	777
Applied mathematics	534	501	548	518	490
OSSLT: first-time eligible students who participated fully	1 428	1 433	1 384	1 296	1 366
OSSLT: first-time eligible fully participating students who were successful	1 226	1 235	1 216	1 093	1 136

PERCENTAGE OF ALL STUDENTS AT OR ABOVE THE PROVINCIAL STANDARD (LEVELS 3 AND 4) OVER TIME



PERCENTAGE FIRST-TIME ELIGIBLE STUDENTS PARTICIPATING FULLY AND PERCENTAGE SUCCESSFUL OVER TIME



Note: 2011 OSSLT results for previously eligible students: 51% participated fully and 52% of fully participating students were successful.

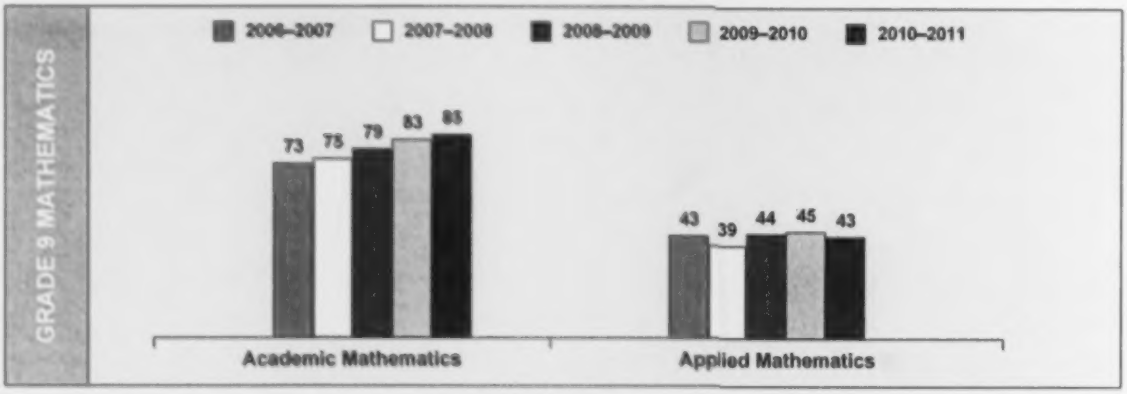
Board Name: Bluewater DSB (66001)

DEMOGRAPHIC INFORMATION	Grade 9		OSSLT
	Academic	Applied	FTE
English language learners	0%	0%	<1%
English language learners receiving special provisions*	0%	0%	<1%
Students with special education needs (excluding gifted)	5%	26%	21%
Students with special education needs receiving accommodations*†	3%	14%	18%
Speak only or mostly a language other than English at home	2%	2%	1%
Number of schools	*11*	*11*	*11*

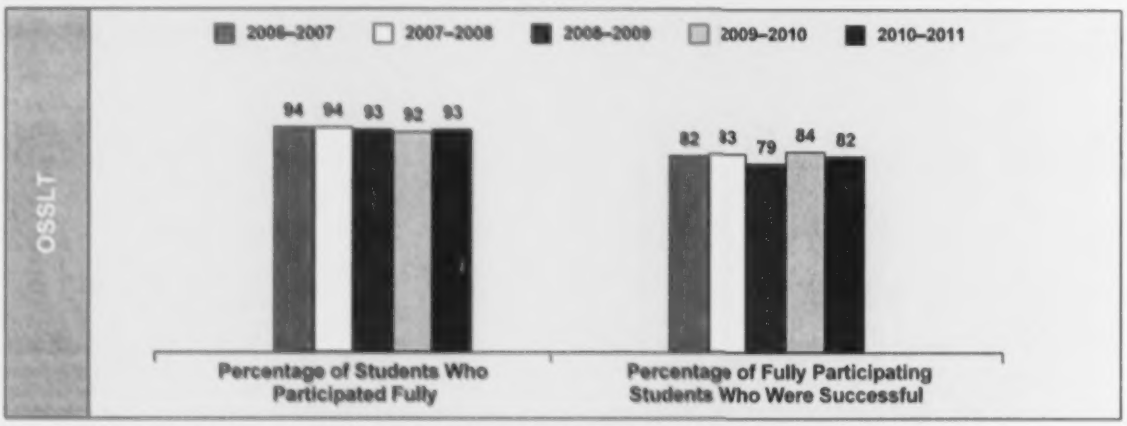
* Percentages are based on the number of students who participated fully.
† Excluding gifted for OSSLT.

Number of Students	2006–2007	2007–2008	2008–2009	2009–2010	2010–2011
Academic mathematics	940	832	835	776	742
Applied mathematics	688	616	578	525	480
OSSLT: first-time eligible students who participated fully	1 608	1 567	1 415	1 369	1 246
OSSLT: first-time eligible fully participating students who were successful	1 312	1 293	1 123	1 152	1 022

PERCENTAGE OF ALL STUDENTS AT OR ABOVE THE PROVINCIAL STANDARD (LEVELS 3 AND 4) OVER TIME



PERCENTAGE FIRST-TIME ELIGIBLE STUDENTS PARTICIPATING FULLY AND PERCENTAGE SUCCESSFUL OVER TIME



Note: 2011 OSSLT results for previously eligible students: 52% participated fully and 50% of fully participating students were successful.

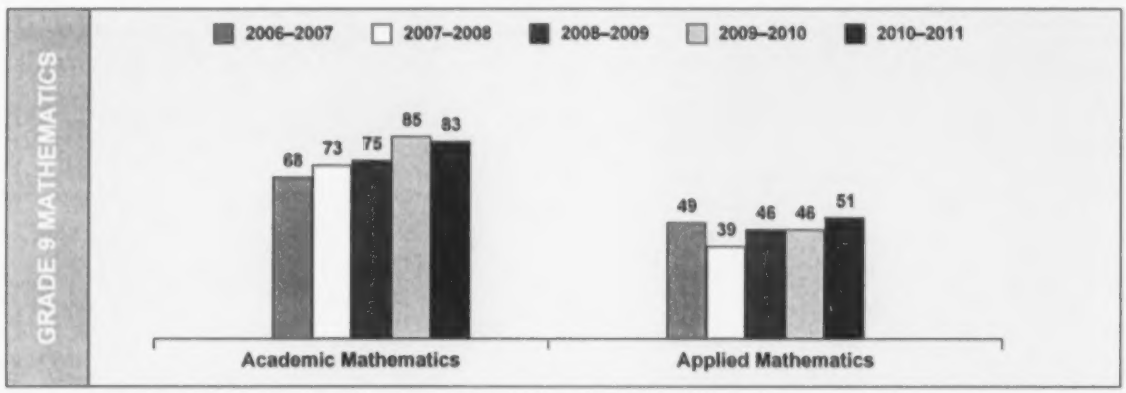
Board Name: Brant Haldimand Norfolk Catholic DSB (67164)

DEMOGRAPHIC INFORMATION	Grade 9		OSSLT
	Academic	Applied	FTE
English language learners	0%	0%	<1%
English language learners receiving special provisions*	0%	0%	<1%
Students with special education needs (excluding gifted)	3%	25%	11%
Students with special education needs receiving accommodations* †	2%	20%	11%
Speak only or mostly a language other than English at home	4%	4%	2%
Number of schools	3	3	3

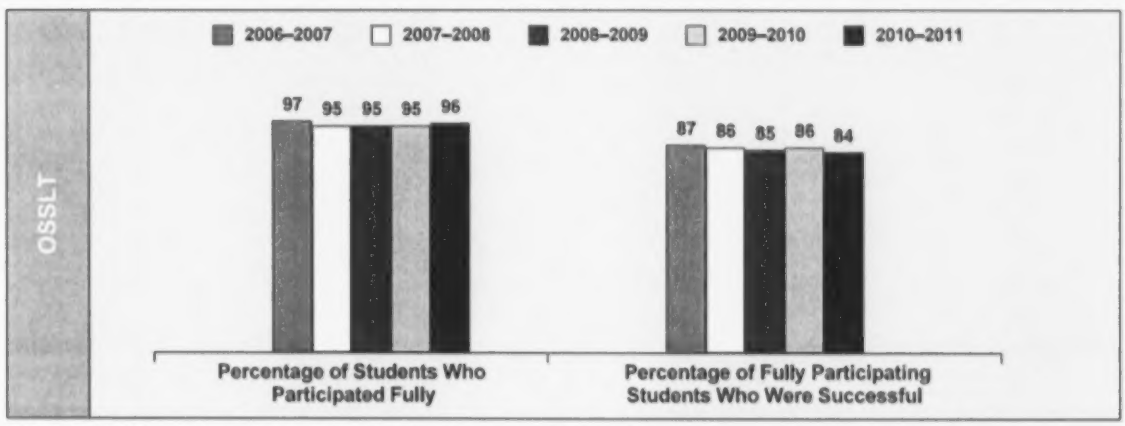
* Percentages are based on the number of students who participated fully.
† Excluding gifted for OSSLT.

Number of Students	2006–2007	2007–2008	2008–2009	2009–2010	2010–2011
Academic mathematics	565	610	630	599	586
Applied mathematics	369	359	379	347	305
OSSLT: first-time eligible students who participated fully	852	882	914	930	907
OSSLT: first-time eligible fully participating students who were successful	745	758	780	803	765

PERCENTAGE OF ALL STUDENTS AT OR ABOVE THE PROVINCIAL STANDARD (LEVELS 3 AND 4) OVER TIME



PERCENTAGE FIRST-TIME ELIGIBLE STUDENTS PARTICIPATING FULLY AND PERCENTAGE SUCCESSFUL OVER TIME



Note: 2011 OSSLT results for previously eligible students: 50% participated fully and 62% of fully participating students were successful.

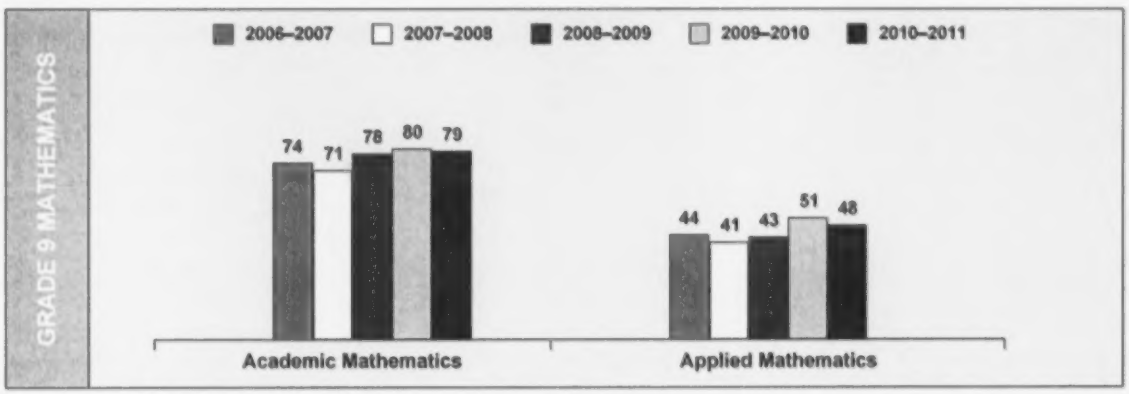
Board Name: Bruce-Grey Catholic DSB (67008)

DEMOGRAPHIC INFORMATION	Grade 9		OSSLT
	Academic	Applied	FTE
English language learners	0%	0%	0%
English language learners receiving special provisions*	0%	0%	0%
Students with special education needs (excluding gifted)	8%	45%	22%
Students with special education needs receiving accommodations*†	4%	21%	21%
Speak only or mostly a language other than English at home	3%	3%	0%
Number of schools	2	2	2

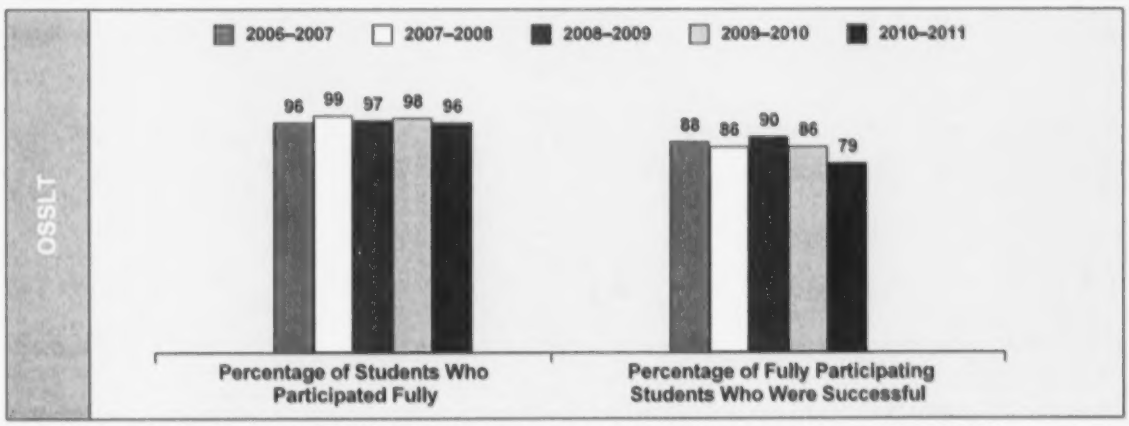
* Percentages are based on the number of students who participated fully.
† Excluding gifted for OSSLT.

Number of Students	2006–2007	2007–2008	2008–2009	2009–2010	2010–2011
Academic mathematics	211	199	235	189	198
Applied mathematics	97	91	106	80	101
OSSLT: first-time eligible students who participated fully	277	314	290	348	269
OSSLT: first-time eligible fully participating students who were successful	245	270	261	298	213

PERCENTAGE OF ALL STUDENTS AT OR ABOVE THE PROVINCIAL STANDARD (LEVELS 3 AND 4) OVER TIME



PERCENTAGE FIRST-TIME ELIGIBLE STUDENTS PARTICIPATING FULLY AND PERCENTAGE SUCCESSFUL OVER TIME



Note: 2011 OSSLT results for previously eligible students: 81% participated fully and 59% of fully participating students were successful.

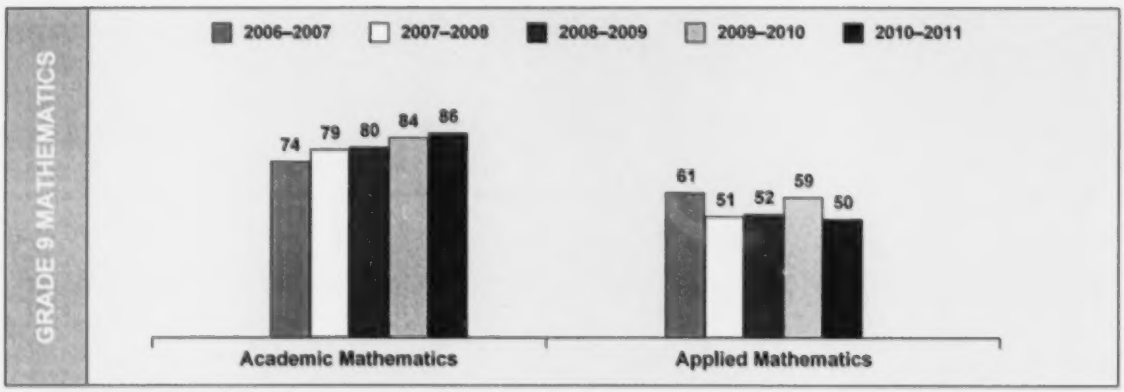
Board Name: Catholic DSB of Eastern Ontario (67172)

DEMOGRAPHIC INFORMATION	Grade 9		OSSLT
	Academic	Applied	FTE
English language learners	0%	0%	<1%
English language learners receiving special provisions*	0%	0%	<1%
Students with special education needs (excluding gifted)	10%	47%	29%
Students with special education needs receiving accommodations*†	6%	36%	26%
Speak only or mostly a language other than English at home	3%	4%	1%
Number of schools	8	9	10

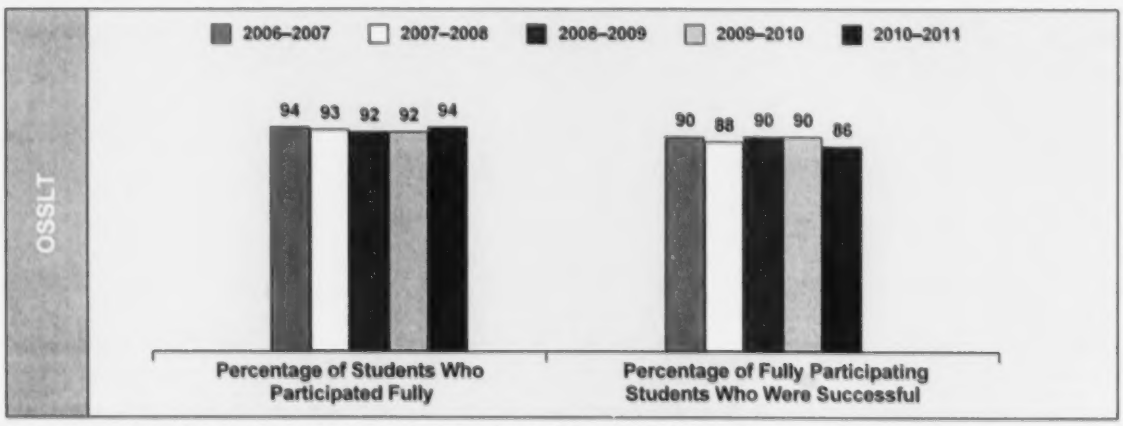
* Percentages are based on the number of students who participated fully.
† Excluding gifted for OSSLT.

Number of Students	2006–2007	2007–2008	2008–2009	2009–2010	2010–2011
Academic mathematics	620	591	695	679	670
Applied mathematics	417	387	400	401	329
OSSLT: first-time eligible students who participated fully	924	1 041	960	1 097	1 071
OSSLT: first-time eligible fully participating students who were successful	827	916	867	985	919

PERCENTAGE OF ALL STUDENTS AT OR ABOVE THE PROVINCIAL STANDARD (LEVELS 3 AND 4) OVER TIME



PERCENTAGE FIRST-TIME ELIGIBLE STUDENTS PARTICIPATING FULLY AND PERCENTAGE SUCCESSFUL OVER TIME



Note: 2011 OSSLT results for previously eligible students: 56% participated fully and 55% of fully participating students were successful.

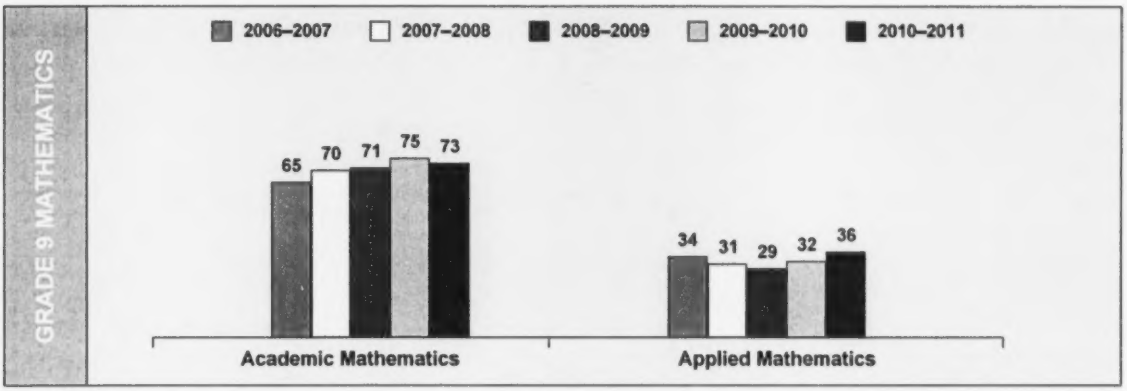
Board Name: DSB of Niagara (66150)

DEMOGRAPHIC INFORMATION	Grade 9		OSSLT
	Academic	Applied	FTE
English language learners	3%	3%	5%
English language learners receiving special provisions*	2%	2%	3%
Students with special education needs (excluding gifted)	5%	32%	16%
Students with special education needs receiving accommodations*†	3%	24%	13%
Speak only or mostly a language other than English at home	5%	4%	3%
Number of schools	*19*	*20*	*20*

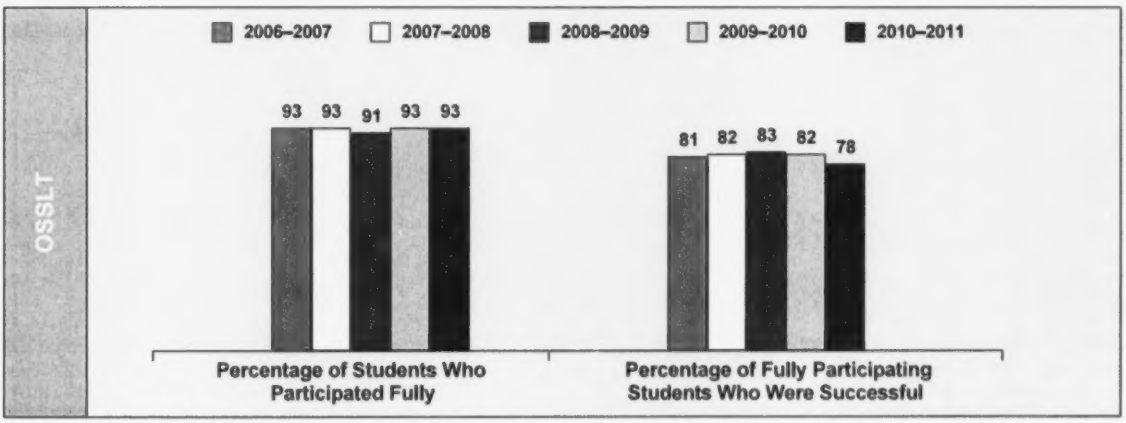
* Percentages are based on the number of students who participated fully.
† Excluding gifted for OSSLT.

Number of Students	2006–2007	2007–2008	2008–2009	2009–2010	2010–2011
Academic mathematics	2 073	2 038	1 971	2 024	1 991
Applied mathematics	1 006	931	941	986	918
OSSLT: first-time eligible students who participated fully	3 284	2 964	2 875	2 867	2 884
OSSLT: first-time eligible fully participating students who were successful	2 676	2 443	2 384	2 358	2 259

PERCENTAGE OF ALL STUDENTS AT OR ABOVE THE PROVINCIAL STANDARD (LEVELS 3 AND 4) OVER TIME



PERCENTAGE FIRST-TIME ELIGIBLE STUDENTS PARTICIPATING FULLY AND PERCENTAGE SUCCESSFUL OVER TIME



Note: 2011 OSSLT results for previously eligible students: 47% participated fully and 44% of fully participating students were successful.

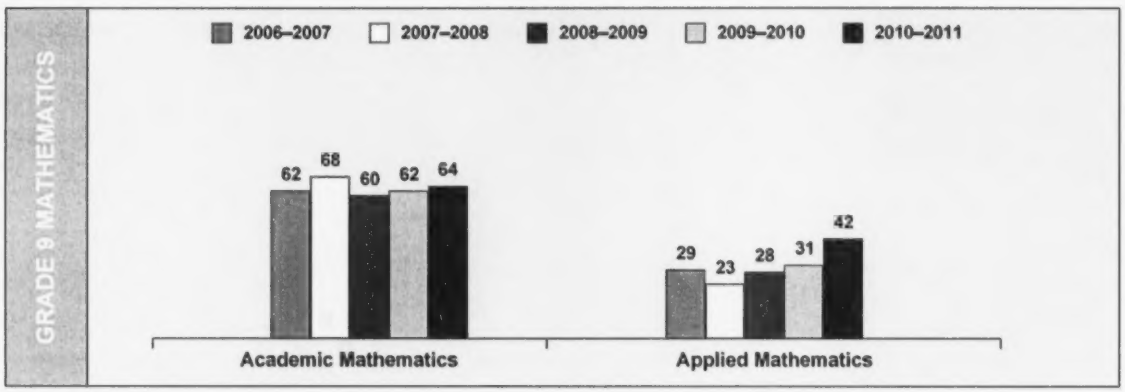
Board Name: DSB Ontario North East (28002)

DEMOGRAPHIC INFORMATION	Grade 9		OSSLT
	Academic	Applied	FTE
English language learners	0%	0%	0%
English language learners receiving special provisions*	0%	0%	0%
Students with special education needs (excluding gifted)	9%	32%	24%
Students with special education needs receiving accommodations*†	8%	30%	22%
Speak only or mostly a language other than English at home	2%	5%	2%
Number of schools	*10*	*9*	*11*

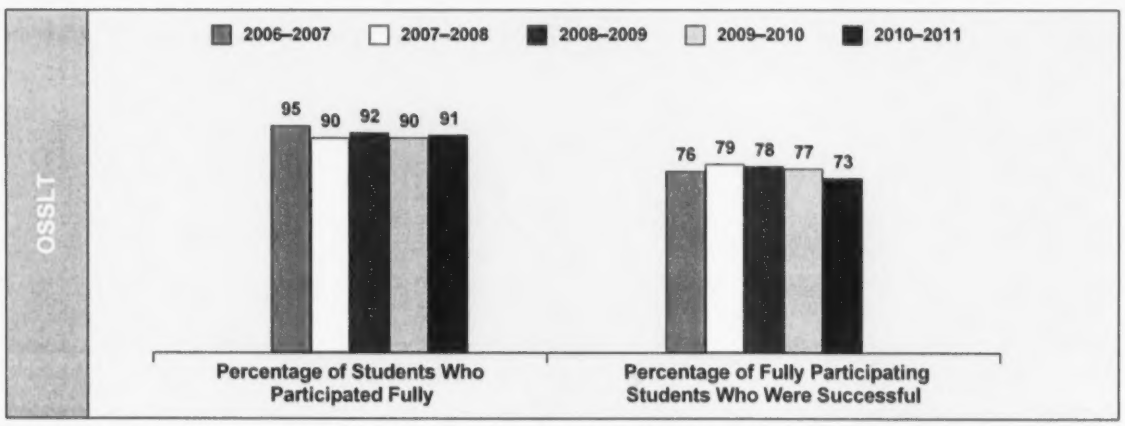
* Percentages are based on the number of students who participated fully.
† Excluding gifted for OSSLT.

Number of Students	2006–2007	2007–2008	2008–2009	2009–2010	2010–2011
Academic mathematics	427	388	409	367	351
Applied mathematics	394	384	371	311	317
OSSLT: first-time eligible students who participated fully	757	732	715	726	659
OSSLT: first-time eligible fully participating students who were successful	573	578	555	560	478

PERCENTAGE OF ALL STUDENTS AT OR ABOVE THE PROVINCIAL STANDARD (LEVELS 3 AND 4) OVER TIME



PERCENTAGE FIRST-TIME ELIGIBLE STUDENTS PARTICIPATING FULLY AND PERCENTAGE SUCCESSFUL OVER TIME



Note: 2011 OSSLT results for previously eligible students: 47% participated fully and 47% of fully participating students were successful.

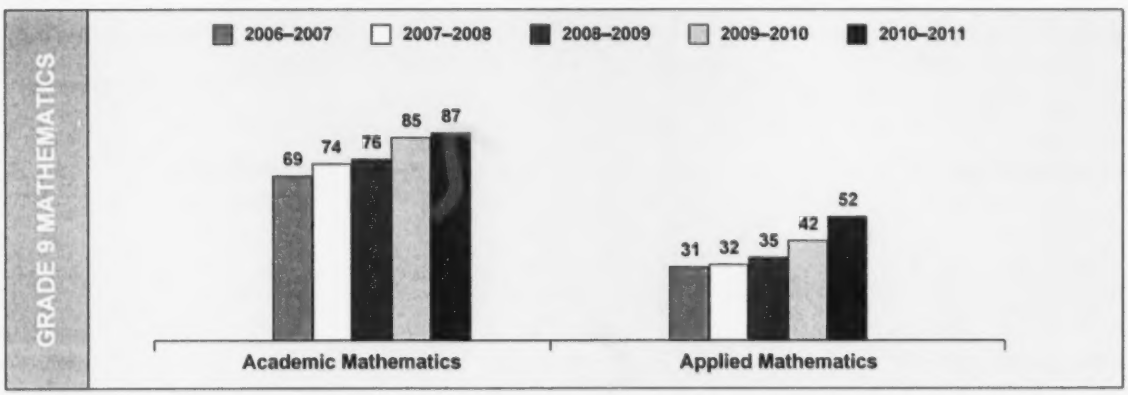
Board Name: Dufferin Peel Catholic DSB (67083)

DEMOGRAPHIC INFORMATION	Grade 9		OSSLT
	Academic	Applied	FTE
English language learners	6%	8%	7%
English language learners receiving special provisions*	2%	3%	5%
Students with special education needs (excluding gifted)	3%	25%	13%
Students with special education needs receiving accommodations* †	2%	16%	12%
Speak only or mostly a language other than English at home	11%	11%	9%
Number of schools	25	25	27

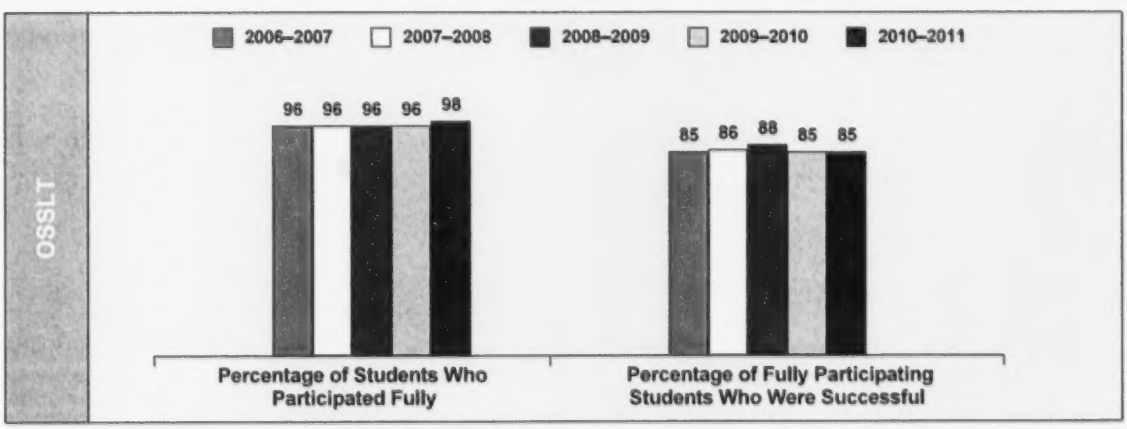
* Percentages are based on the number of students who participated fully.
† Excluding gifted for OSSLT.

Number of Students	2006–2007	2007–2008	2008–2009	2009–2010	2010–2011
Academic mathematics	5 232	5 461	5 380	5 740	5 457
Applied mathematics	2 240	2 365	2 307	2 310	2 232
OSSLT: first-time eligible students who participated fully	7 447	7 226	7 597	7 627	8 167
OSSLT: first-time eligible fully participating students who were successful	6 350	6 201	6 662	6 485	6 963

PERCENTAGE OF ALL STUDENTS AT OR ABOVE THE PROVINCIAL STANDARD (LEVELS 3 AND 4) OVER TIME



PERCENTAGE FIRST-TIME ELIGIBLE STUDENTS PARTICIPATING FULLY AND PERCENTAGE SUCCESSFUL OVER TIME



Note: 2011 OSSLT results for previously eligible students: 53% participated fully and 55% of fully participating students were successful.

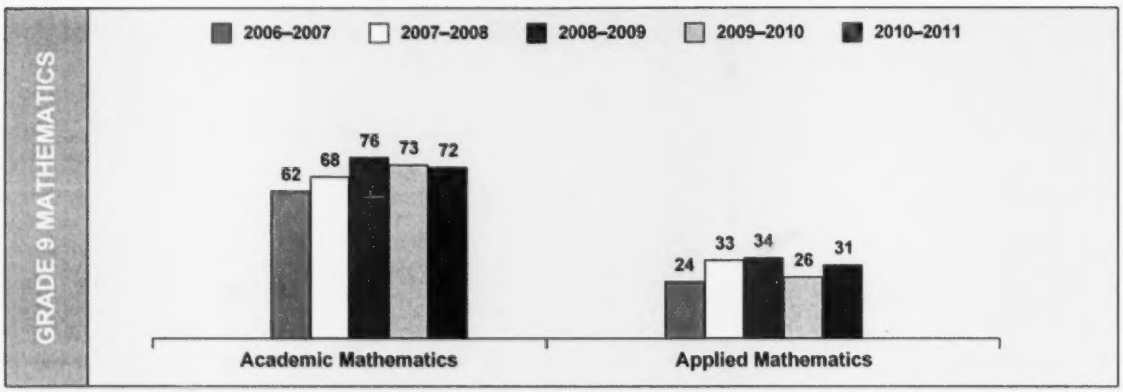
Board Name: Durham Catholic DSB (67105)

DEMOGRAPHIC INFORMATION	Grade 9		OSSLT
	Academic	Applied	FTE
English language learners	1%	1%	2%
English language learners receiving special provisions*	1%	1%	1%
Students with special education needs (excluding gifted)	4%	36%	14%
Students with special education needs receiving accommodations*†	3%	29%	14%
Speak only or mostly a language other than English at home	5%	3%	2%
Number of schools	7	7	8

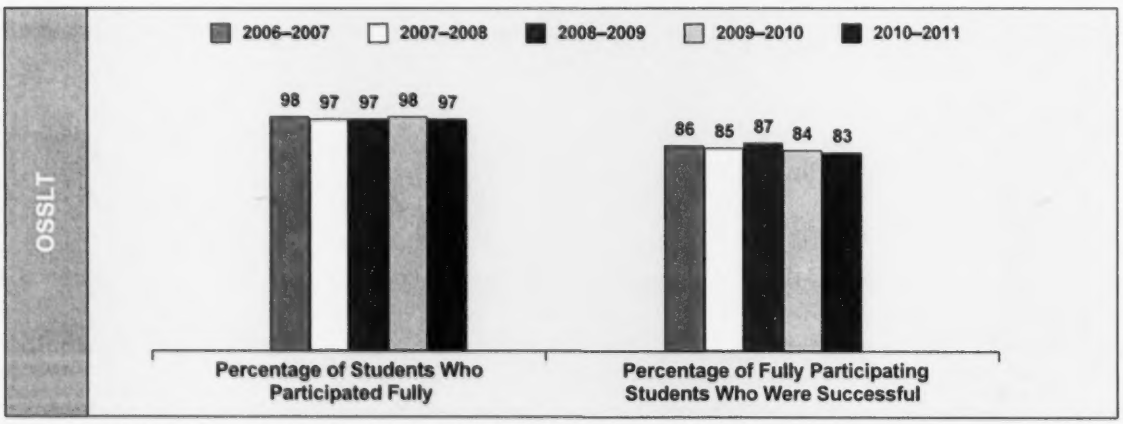
* Percentages are based on the number of students who participated fully.
† Excluding gifted for OSSLT.

Number of Students	2006–2007	2007–2008	2008–2009	2009–2010	2010–2011
Academic mathematics	1 542	1 466	1 480	1 453	1 451
Applied mathematics	654	597	604	578	509
OSSLT: first-time eligible students who participated fully	2 116	2 144	2 048	2 168	2 019
OSSLT: first-time eligible fully participating students who were successful	1 814	1 833	1 782	1 813	1 670

PERCENTAGE OF ALL STUDENTS AT OR ABOVE THE PROVINCIAL STANDARD (LEVELS 3 AND 4) OVER TIME



PERCENTAGE FIRST-TIME ELIGIBLE STUDENTS PARTICIPATING FULLY AND PERCENTAGE SUCCESSFUL OVER TIME



Note: 2011 OSSLT results for previously eligible students: 68% participated fully and 47% of fully participating students were successful.

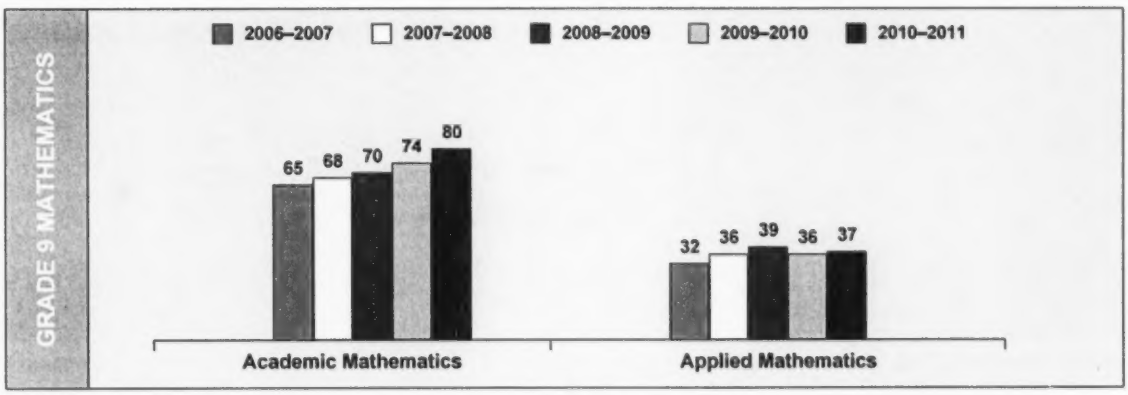
Board Name: Durham DSB (66060)

DEMOGRAPHIC INFORMATION	Grade 9		OSSLT
	Academic	Applied	FTE
English language learners	1%	1%	2%
English language learners receiving special provisions*	<1%	1%	2%
Students with special education needs (excluding gifted)	4%	36%	16%
Students with special education needs receiving accommodations*†	4%	32%	15%
Speak only or mostly a language other than English at home	4%	4%	2%
Number of schools	*19*	*19*	*21*

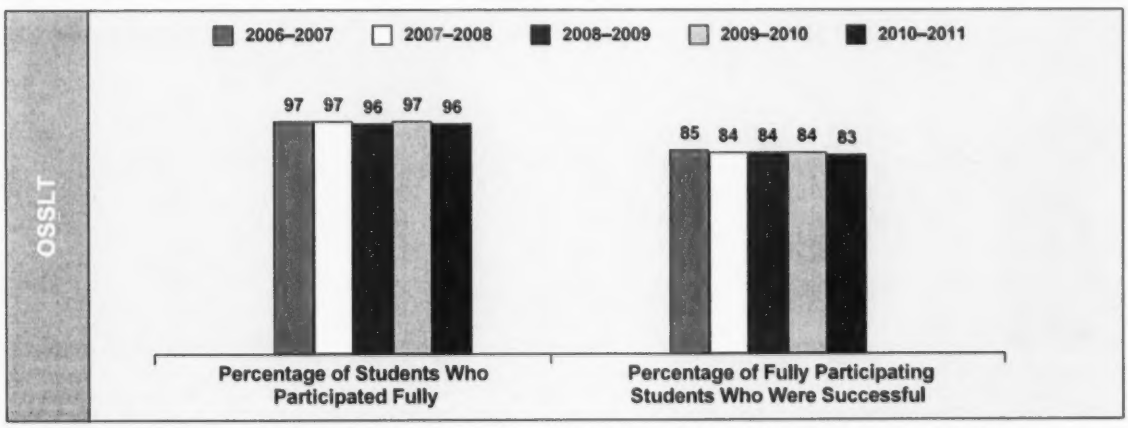
* Percentages are based on the number of students who participated fully.
† Excluding gifted for OSSLT.

Number of Students	2006–2007	2007–2008	2008–2009	2009–2010	2010–2011
Academic mathematics	3 793	3 825	3 558	3 743	3 545
Applied mathematics	1 582	1 639	1 638	1 640	1 543
OSSLT: first-time eligible students who participated fully	5 111	5 429	5 433	5 155	5 305
OSSLT: first-time eligible fully participating students who were successful	4 319	4 558	4 559	4 353	4 389

PERCENTAGE OF ALL STUDENTS AT OR ABOVE THE PROVINCIAL STANDARD (LEVELS 3 AND 4) OVER TIME



PERCENTAGE FIRST-TIME ELIGIBLE STUDENTS PARTICIPATING FULLY AND PERCENTAGE SUCCESSFUL OVER TIME



Note: 2011 OSSLT results for previously eligible students: 38% participated fully and 53% of fully participating students were successful.

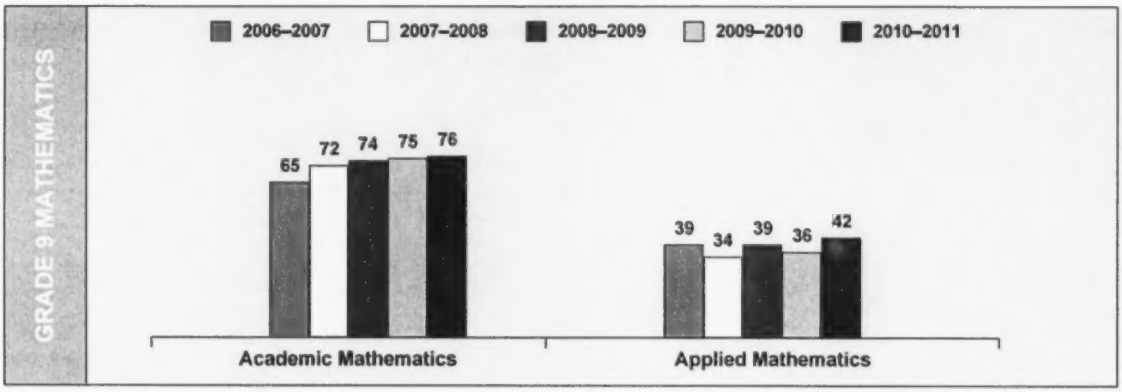
Board Name: Grand Erie DSB (66168)

DEMOGRAPHIC INFORMATION	Grade 9		OSSLT
	Academic	Applied	FTE
English language learners	<1%	<1%	<1%
English language learners receiving special provisions*	<1%	0%	<1%
Students with special education needs (excluding gifted)	5%	18%	17%
Students with special education needs receiving accommodations*†	2%	9%	12%
Speak only or mostly a language other than English at home	2%	2%	2%
Number of schools	*13*	*14*	*15*

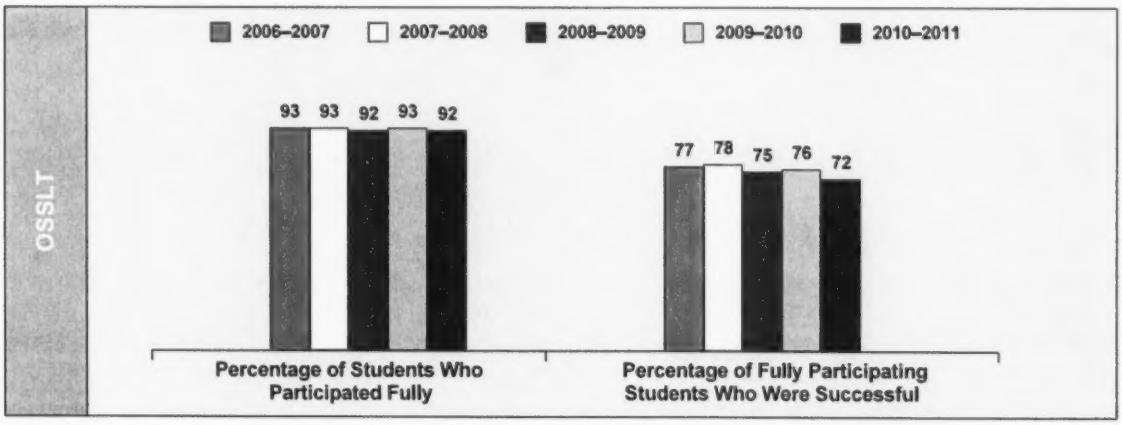
* Percentages are based on the number of students who participated fully.
† Excluding gifted for OSSLT.

Number of Students	2006–2007	2007–2008	2008–2009	2009–2010	2010–2011
Academic mathematics	1 199	1 101	1 104	1 091	1 153
Applied mathematics	973	875	902	909	857
OSSLT: first-time eligible students who participated fully	2 228	2 130	1 993	2 006	2 059
OSSLT: first-time eligible fully participating students who were successful	1 724	1 655	1 501	1 519	1 480

PERCENTAGE OF ALL STUDENTS AT OR ABOVE THE PROVINCIAL STANDARD (LEVELS 3 AND 4) OVER TIME



PERCENTAGE FIRST-TIME ELIGIBLE STUDENTS PARTICIPATING FULLY AND PERCENTAGE SUCCESSFUL OVER TIME



Note: 2011 OSSLT results for previously eligible students: 52% participated fully and 44% of fully participating students were successful.

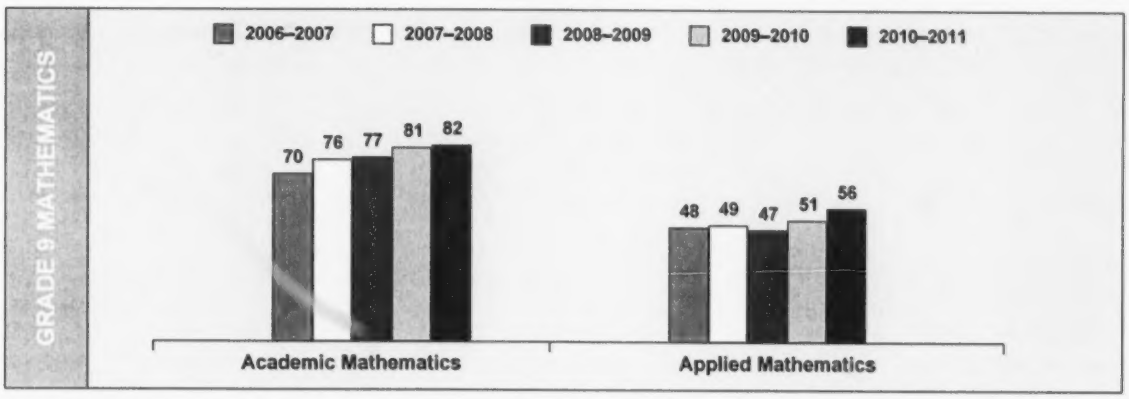
Board Name: Greater Essex County DSB (66028)

DEMOGRAPHIC INFORMATION	Grade 9		OSSLT
	Academic	Applied	FTE
English language learners	2%	2%	5%
English language learners receiving special provisions*	1%	2%	1%
Students with special education needs (excluding gifted)	2%	19%	14%
Students with special education needs receiving accommodations*†	2%	18%	10%
Speak only or mostly a language other than English at home	8%	6%	5%
Number of schools	*13*	*14*	*16*

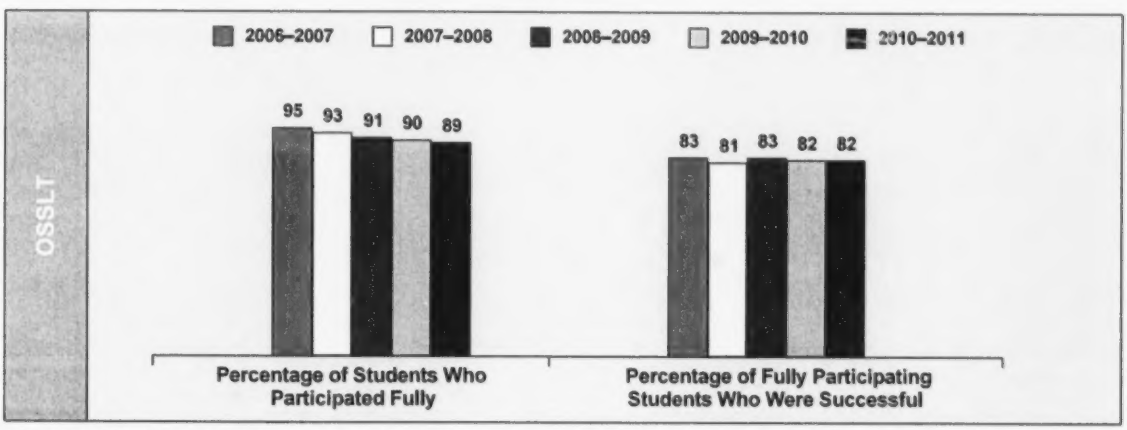
* Percentages are based on the number of students who participated fully.
† Excluding gifted for OSSLT.

Number of Students	2006–2007	2007–2008	2008–2009	2009–2010	2010–2011
Academic mathematics	1 743	1 700	1 781	1 784	1 783
Applied mathematics	1 033	917	963	966	870
OSSLT: first-time eligible students who participated fully	2 764	2 737	2 739	2 814	2 705
OSSLT: first-time eligible fully participating students who were successful	2 296	2 230	2 286	2 299	2 229

PERCENTAGE OF ALL STUDENTS AT OR ABOVE THE PROVINCIAL STANDARD (LEVELS 3 AND 4) OVER TIME



PERCENTAGE FIRST-TIME ELIGIBLE STUDENTS PARTICIPATING FULLY AND PERCENTAGE SUCCESSFUL OVER TIME



Note: 2011 OSSLT results for previously eligible students: 58% participated fully and 38% of fully participating students were successful.

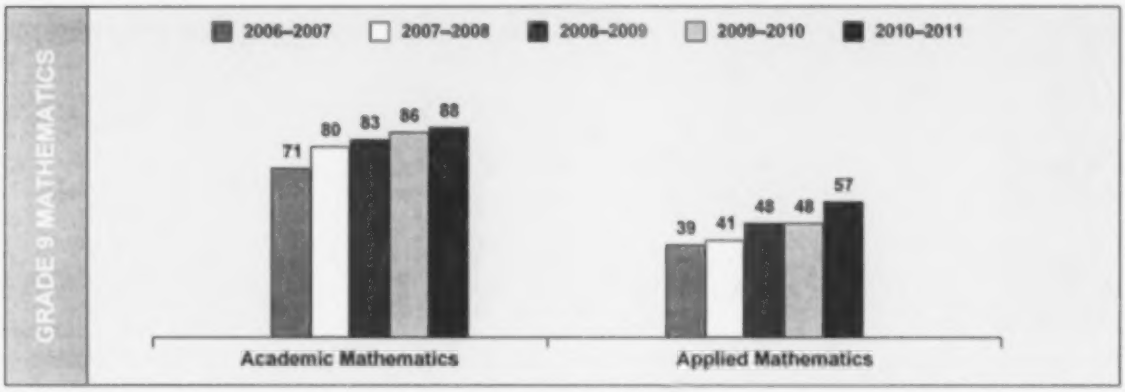
Board Name: Halton Catholic DSB (67113)

DEMOGRAPHIC INFORMATION	Grade 9		OSSLT
	Academic	Applied	FTE
English language learners	2%	3%	3%
English language learners receiving special provisions*	2%	1%	1%
Students with special education needs (excluding gifted)	5%	38%	13%
Students with special education needs receiving accommodations*†	3%	30%	11%
Speak only or mostly a language other than English at home	7%	6%	6%
Number of schools	8	8	8

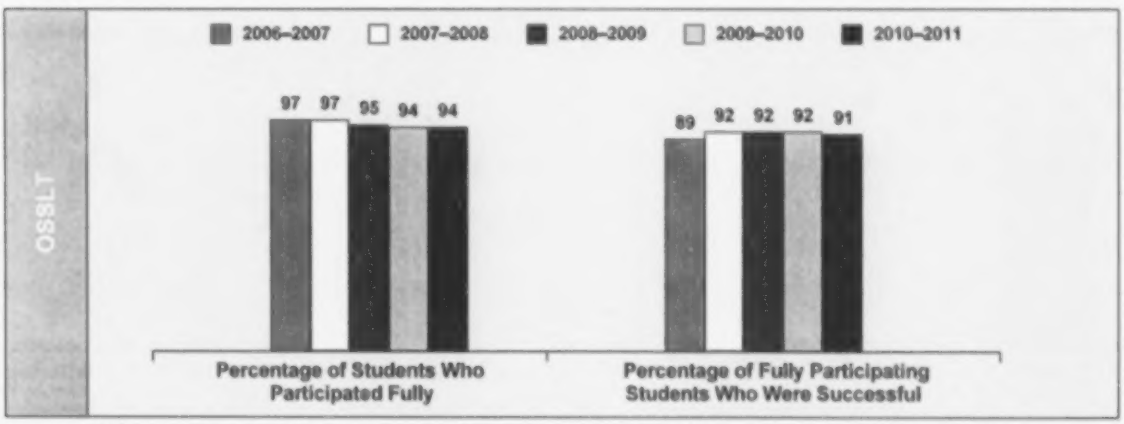
* Percentages are based on the number of students who participated fully.
† Excluding gifted for OSSLT.

Number of Students	2006–2007	2007–2008	2008–2009	2009–2010	2010–2011
Academic mathematics	1 775	1 716	1 738	1 817	1 769
Applied mathematics	500	482	538	577	528
OSSLT: first-time eligible students who participated fully	2 162	2 145	2 135	2 128	2 238
OSSLT: first-time eligible fully participating students who were successful	1 932	1 963	1 973	1 960	2 046

PERCENTAGE OF ALL STUDENTS AT OR ABOVE THE PROVINCIAL STANDARD (LEVELS 3 AND 4) OVER TIME



PERCENTAGE FIRST-TIME ELIGIBLE STUDENTS PARTICIPATING FULLY AND PERCENTAGE SUCCESSFUL OVER TIME



Note: 2011 OSSLT results for previously eligible students: 76% participated fully and 62% of fully participating students were successful.

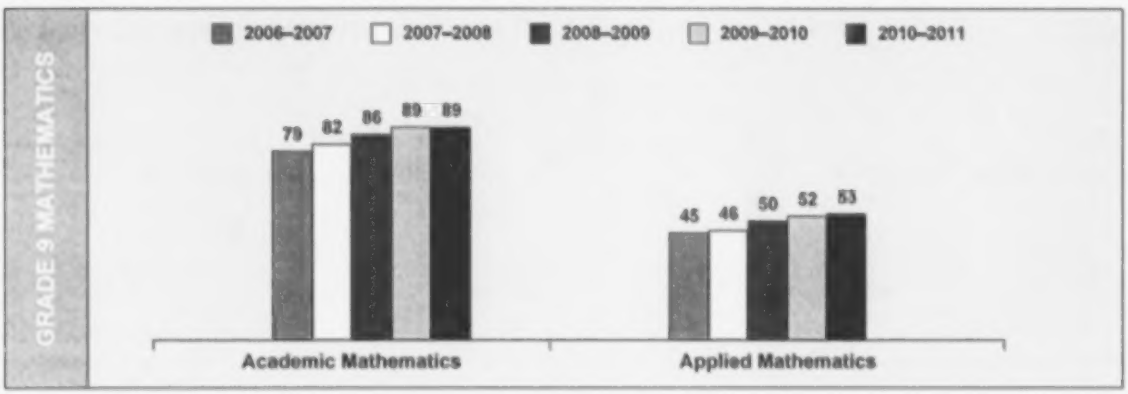
Board Name: Halton DSB (66133)

DEMOGRAPHIC INFORMATION	Grade 9		OSSLT
	Academic	Applied	FTE
English language learners	4%	4%	2%
English language learners receiving special provisions*	1%	3%	1%
Students with special education needs (excluding gifted)	6%	37%	15%
Students with special education needs receiving accommodations* †	5%	28%	14%
Speak only or mostly a language other than English at home	7%	6%	5%
Number of schools	*15*	*15*	*20*

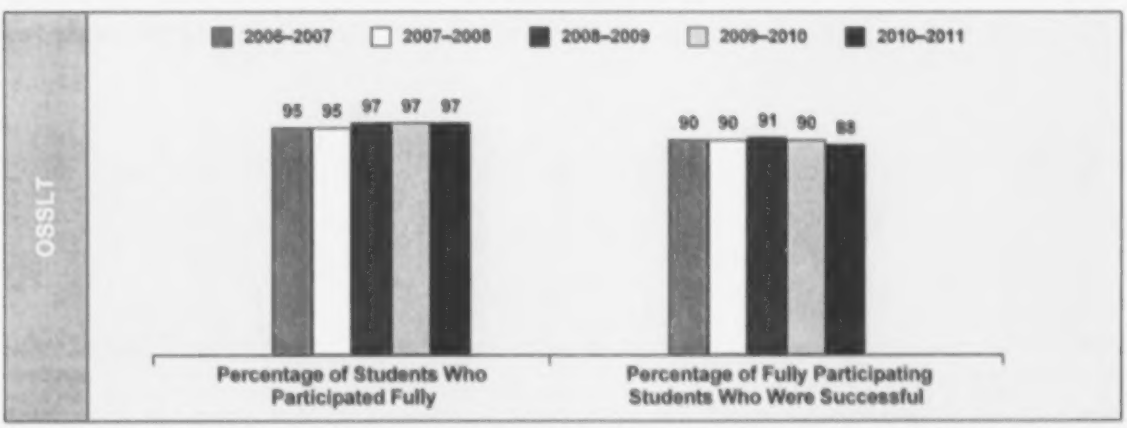
* Percentages are based on the number of students who participated fully.
† Excluding gifted for OSSLT.

Number of Students	2006–2007	2007–2008	2008–2009	2009–2010	2010–2011
Academic mathematics	2 868	2 955	3 059	2 958	3 177
Applied mathematics	731	727	803	760	716
OSSLT: first-time eligible students who participated fully	3 595	3 610	3 696	3 953	3 814
OSSLT: first-time eligible fully participating students who were successful	3 240	3 232	3 360	3 540	3 373

PERCENTAGE OF ALL STUDENTS AT OR ABOVE THE PROVINCIAL STANDARD (LEVELS 3 AND 4) OVER TIME



PERCENTAGE FIRST-TIME ELIGIBLE STUDENTS PARTICIPATING FULLY AND PERCENTAGE SUCCESSFUL OVER TIME



Note: 2011 OSSLT results for previously eligible students: 62% participated fully and 66% of fully participating students were successful.

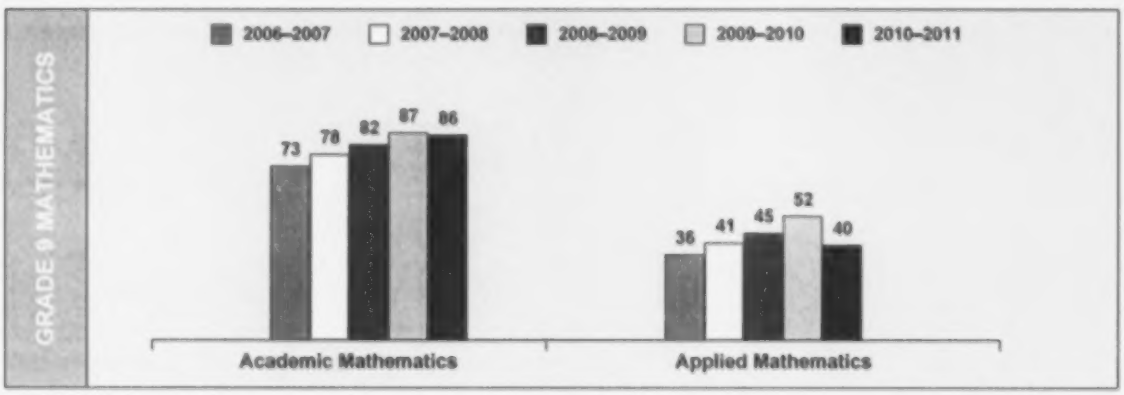
Board Name: Hamilton-Wentworth Catholic DSB (67121)

DEMOGRAPHIC INFORMATION	Grade 9		OSSLT
	Academic	Applied	FTE
English language learners	3%	7%	2%
English language learners receiving special provisions*	<1%	2%	1%
Students with special education needs (excluding gifted)	6%	38%	28%
Students with special education needs receiving accommodations*†	3%	25%	22%
Speak only or mostly a language other than English at home	6%	12%	5%
Number of schools	7	7	7

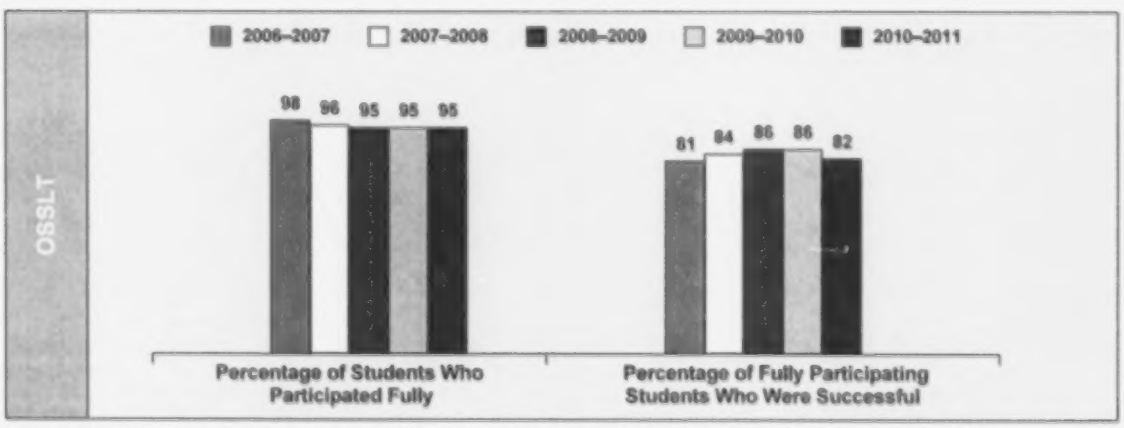
* Percentages are based on the number of students who participated fully.
† Excluding gifted for OSSLT.

Number of Students	2006–2007	2007–2008	2008–2009	2009–2010	2010–2011
Academic mathematics	1 546	1 591	1 563	1 511	1 451
Applied mathematics	941	833	832	835	845
OSSLT: first-time eligible students who participated fully	2 321	2 361	2 279	2 299	2 261
OSSLT: first-time eligible fully participating students who were successful	1 882	1 972	1 970	1 985	1 847

PERCENTAGE OF ALL STUDENTS AT OR ABOVE THE PROVINCIAL STANDARD (LEVELS 3 AND 4) OVER TIME



PERCENTAGE FIRST-TIME ELIGIBLE STUDENTS PARTICIPATING FULLY AND PERCENTAGE SUCCESSFUL OVER TIME



Note: 2011 OSSLT results for previously eligible students: 68% participated fully and 41% of fully participating students were successful.

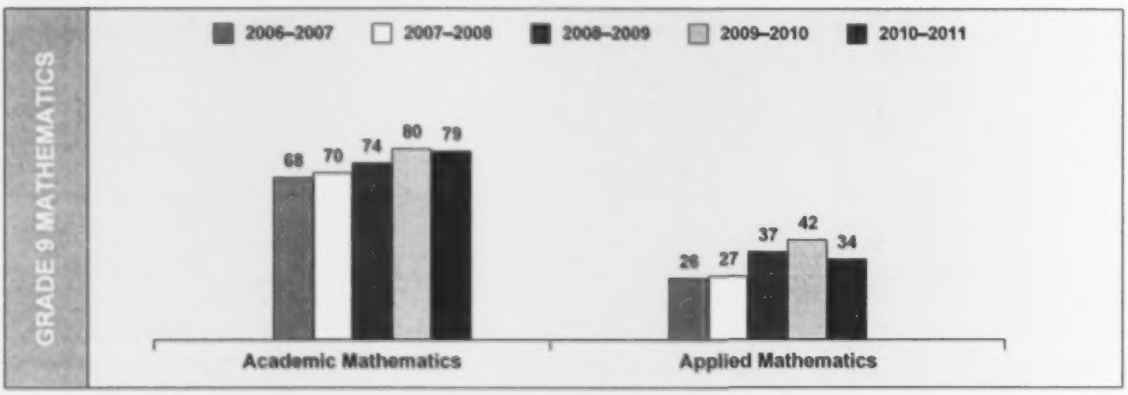
Board Name: Hamilton-Wentworth DSB (66141)

DEMOGRAPHIC INFORMATION	Grade 9		OSSLT
	Academic	Applied	FTE
English language learners	2%	7%	6%
English language learners receiving special provisions*	1%	6%	1%
Students with special education needs (excluding gifted)	7%	29%	17%
Students with special education needs receiving accommodations*†	7%	27%	14%
Speak only or mostly a language other than English at home	7%	6%	5%
Number of schools	18	19	22

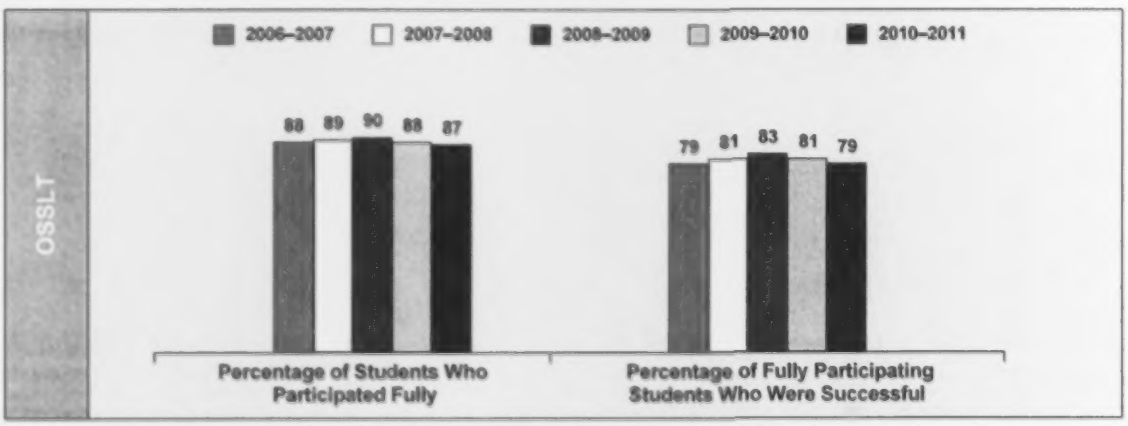
* Percentages are based on the number of students who participated fully.
† Excluding gifted for OSSLT.

Number of Students	2006–2007	2007–2008	2008–2009	2009–2010	2010–2011
Academic mathematics	2 422	2 308	2 275	2 309	2 247
Applied mathematics	1 671	1 514	1 509	1 347	1 245
OSSLT: first-time eligible students who participated fully	3 949	3 782	3 534	3 520	3 452
OSSLT: first-time eligible fully participating students who were successful	3 113	3 063	2 944	2 859	2 743

PERCENTAGE OF ALL STUDENTS AT OR ABOVE THE PROVINCIAL STANDARD (LEVELS 3 AND 4) OVER TIME



PERCENTAGE FIRST-TIME ELIGIBLE STUDENTS PARTICIPATING FULLY AND PERCENTAGE SUCCESSFUL OVER TIME



Note: 2011 OSSLT results for previously eligible students: 56% participated fully and 41% of fully participating students were successful.

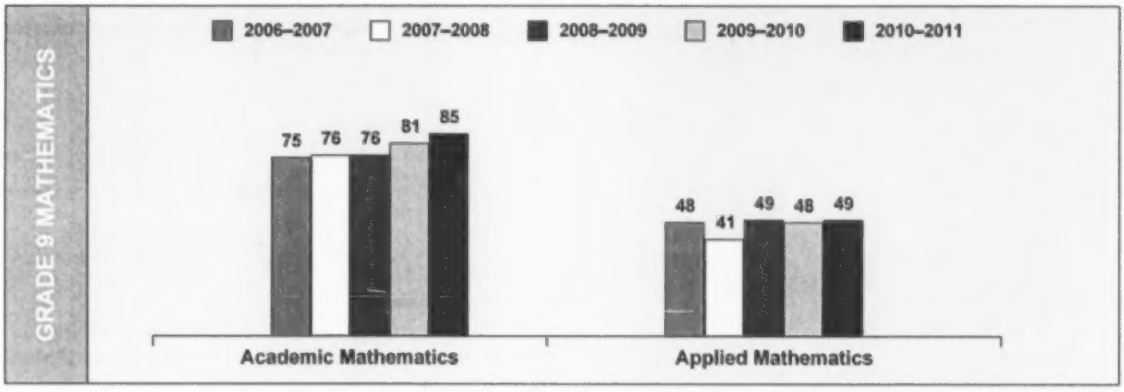
Board Name: Hastings and Prince Edward DSB (66222)

DEMOGRAPHIC INFORMATION	Grade 9		OSSLT
	Academic	Applied	FTE
English language learners	1%	0%	<1%
English language learners receiving special provisions*	<1%	0%	<1%
Students with special education needs (excluding gifted)	5%	28%	23%
Students with special education needs receiving accommodations*†	4%	20%	14%
Speak only or mostly a language other than English at home	2%	2%	2%
Number of schools	8	8	9

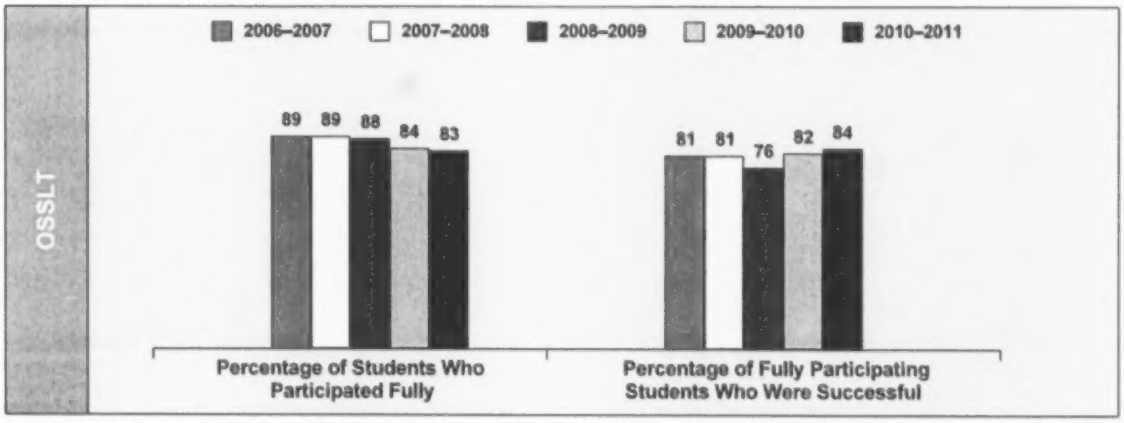
* Percentages are based on the number of students who participated fully.
† Excluding gifted for OSSLT.

Number of Students	2006–2007	2007–2008	2008–2009	2009–2010	2010–2011
Academic mathematics	756	668	657	705	595
Applied mathematics	628	640	555	543	447
OSSLT: first-time eligible students who participated fully	1 304	1 412	1 301	1 142	1 168
OSSLT: first-time eligible fully participating students who were successful	1 051	1 139	995	941	979

PERCENTAGE OF ALL STUDENTS AT OR ABOVE THE PROVINCIAL STANDARD (LEVELS 3 AND 4) OVER TIME



PERCENTAGE FIRST-TIME ELIGIBLE STUDENTS PARTICIPATING FULLY AND PERCENTAGE SUCCESSFUL OVER TIME



Note: 2011 OSSLT results for previously eligible students: 51% participated fully and 45% of fully participating students were successful.

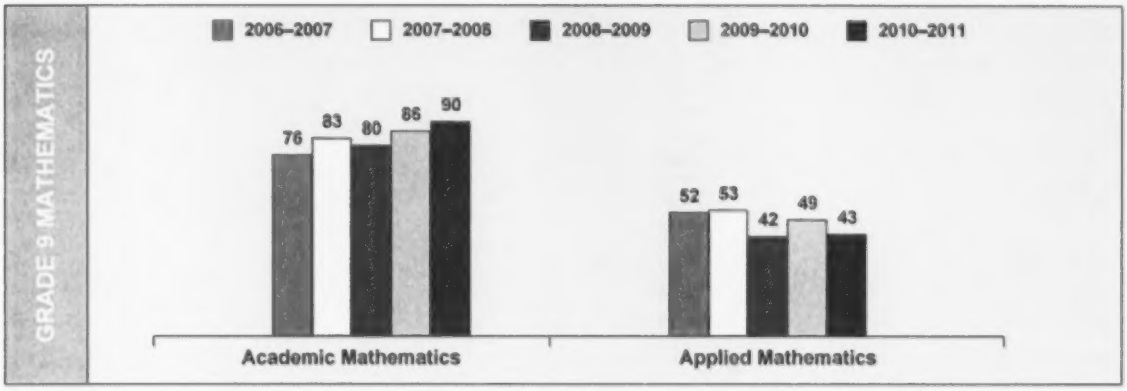
Board Name: Huron-Perth Catholic DSB (67016)

DEMOGRAPHIC INFORMATION	Grade 9		OSSLT
	Academic	Applied	FTE
English language learners	0%	0%	1%
English language learners receiving special provisions*	0%	0%	1%
Students with special education needs (excluding gifted)	8%	51%	16%
Students with special education needs receiving accommodations*†	6%	48%	13%
Speak only or mostly a language other than English at home	3%	1%	2%
Number of schools	2	2	2

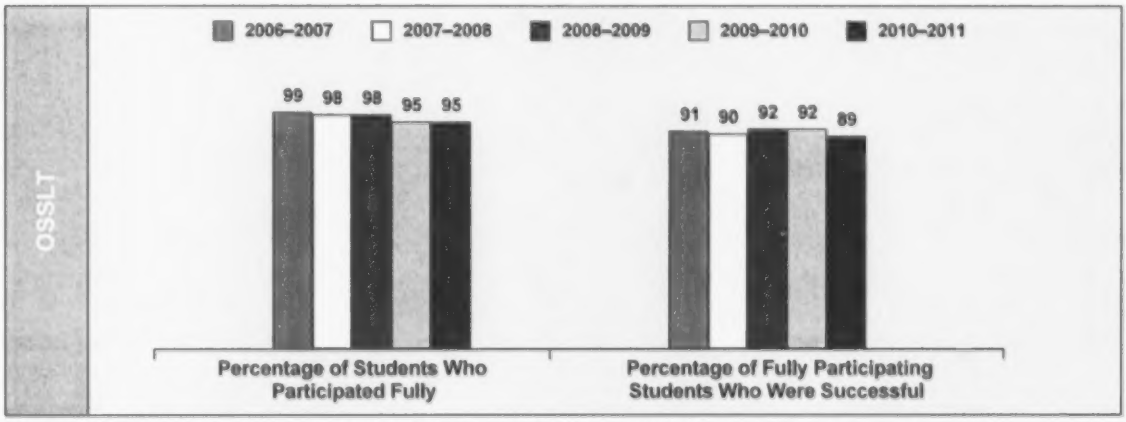
* Percentages are based on the number of students who participated fully.
† Excluding gifted for OSSLT.

Number of Students	2006–2007	2007–2008	2008–2009	2009–2010	2010–2011
Academic mathematics	268	257	250	293	210
Applied mathematics	91	111	74	70	82
OSSLT: first-time eligible students who participated fully	388	358	353	310	347
OSSLT: first-time eligible fully participating students who were successful	352	323	326	285	308

PERCENTAGE OF ALL STUDENTS AT OR ABOVE THE PROVINCIAL STANDARD (LEVELS 3 AND 4) OVER TIME



PERCENTAGE FIRST-TIME ELIGIBLE STUDENTS PARTICIPATING FULLY AND PERCENTAGE SUCCESSFUL OVER TIME



Note: 2011 OSSLT results for previously eligible students: 89% participated fully and 74% of fully participating students were successful.

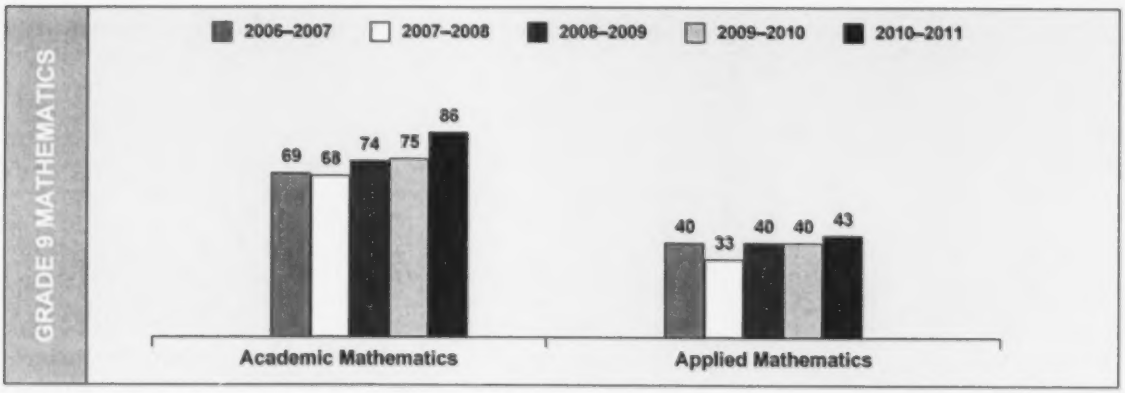
Board Name: Huron-Superior Catholic DSB (29025)

DEMOGRAPHIC INFORMATION	Grade 9		OSSLT
	Academic	Applied	FTE
English language learners	0%	0%	0%
English language learners receiving special provisions*	0%	0%	0%
Students with special education needs (excluding gifted)	3%	30%	19%
Students with special education needs receiving accommodations*†	1%	5%	18%
Speak only or mostly a language other than English at home	1%	8%	1%
Number of schools	2	2	3

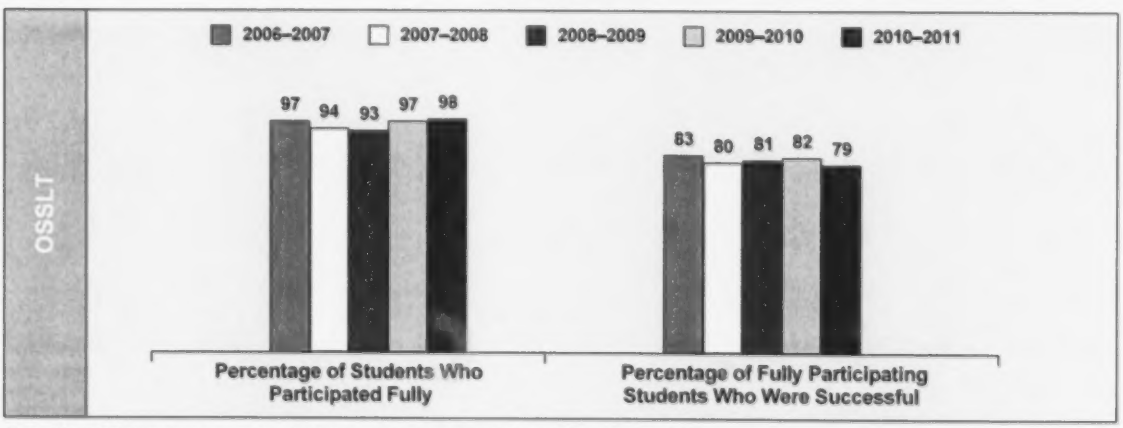
* Percentages are based on the number of students who participated fully.
† Excluding gifted for OSSLT.

Number of Students	2006–2007	2007–2008	2008–2009	2009–2010	2010–2011
Academic mathematics	224	341	210	234	226
Applied mathematics	125	108	115	115	99
OSSLT: first-time eligible students who participated fully	365	338	352	340	327
OSSLT: first-time eligible fully participating students who were successful	303	269	285	279	257

PERCENTAGE OF ALL STUDENTS AT OR ABOVE THE PROVINCIAL STANDARD (LEVELS 3 AND 4) OVER TIME



PERCENTAGE FIRST-TIME ELIGIBLE STUDENTS PARTICIPATING FULLY AND PERCENTAGE SUCCESSFUL OVER TIME



Note: 2011 OSSLT results for previously eligible students: 61% participated fully and 41% of fully participating students were successful.

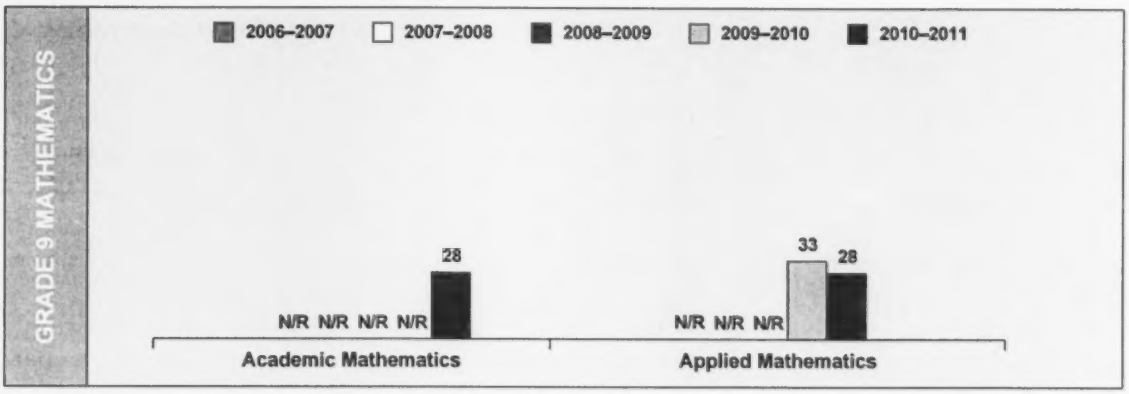
Board Name: James Bay Lowlands SSB (15148)

DEMOGRAPHIC INFORMATION	Grade 9		OSSLT
	Academic	Applied	FTE
English language learners	0%	0%	0%
English language learners receiving special provisions*	0%	0%	0%
Students with special education needs (excluding gifted)	0%	33%	16%
Students with special education needs receiving accommodations* †	0%	33%	14%
Speak only or mostly a language other than English at home	6%	0%	0%
Number of schools	*1*	*1*	*1*

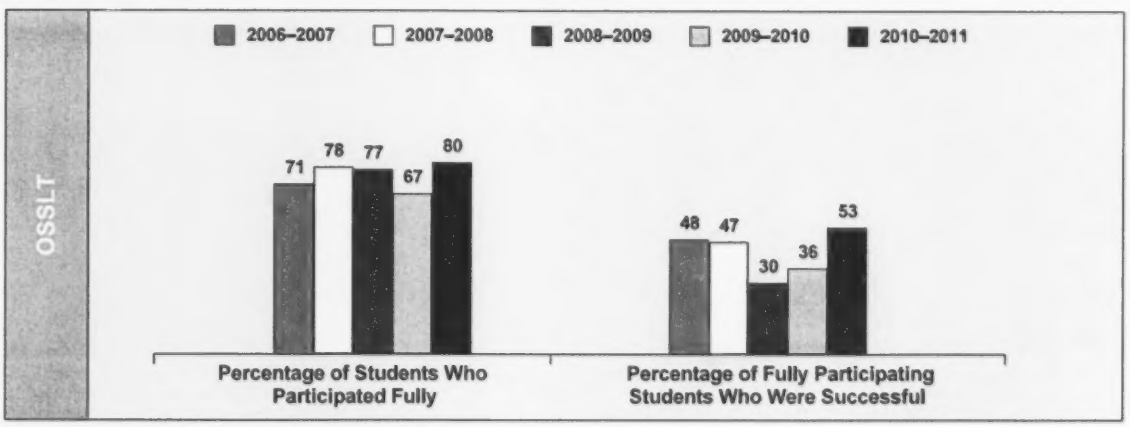
* Percentages are based on the number of students who participated fully.
† Excluding gifted for OSSLT.

Number of Students	2006–2007	2007–2008	2008–2009	2009–2010	2010–2011
Academic mathematics	11	11	10	13	18
Applied mathematics	15	19	14	18	18
OSSLT: first-time eligible students who participated fully	25	36	30	28	36
OSSLT: first-time eligible fully participating students who were successful	12	17	9	10	19

PERCENTAGE OF ALL STUDENTS AT OR ABOVE THE PROVINCIAL STANDARD (LEVELS 3 AND 4) OVER TIME



PERCENTAGE FIRST-TIME ELIGIBLE STUDENTS PARTICIPATING FULLY AND PERCENTAGE SUCCESSFUL OVER TIME



Note: 2011 OSSLT results for previously eligible students: N/R

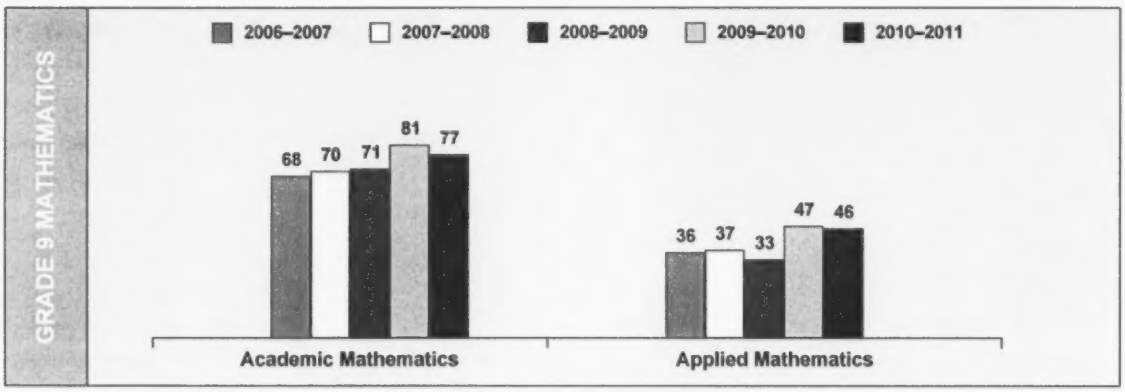
Board Name: Kawartha Pine Ridge DSB (66079)

DEMOGRAPHIC INFORMATION	Grade 9		OSSLT
	Academic	Applied	FTE
English language learners	<1%	<1%	<1%
English language learners receiving special provisions*	<1%	0%	<1%
Students with special education needs (excluding gifted)	10%	41%	25%
Students with special education needs receiving accommodations*†	7%	29%	22%
Speak only or mostly a language other than English at home	2%	3%	1%
Number of schools	*16*	*16*	*17*

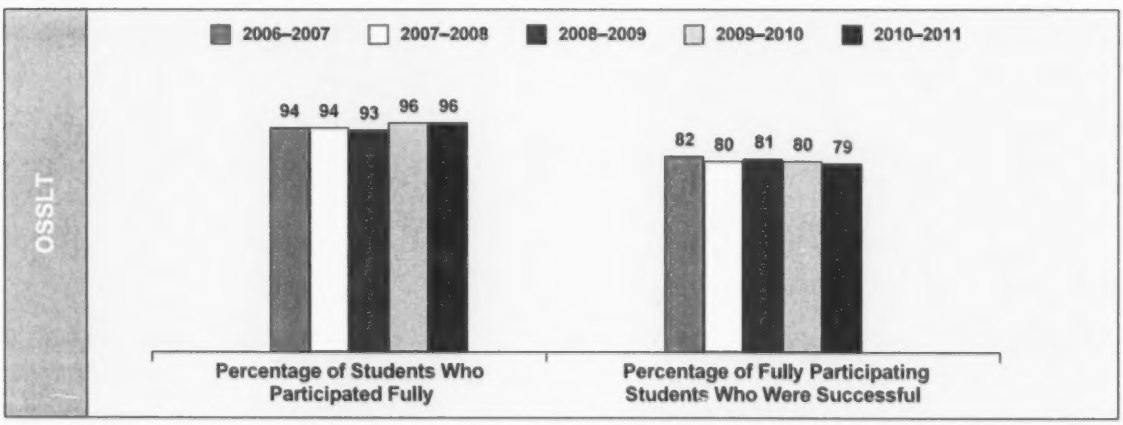
* Percentages are based on the number of students who participated fully.
† Excluding gifted for OSSLT.

Number of Students	2006–2007	2007–2008	2008–2009	2009–2010	2010–2011
Academic mathematics	1 714	1 616	1 655	1 645	1 525
Applied mathematics	1 201	1 104	1 053	1 037	997
OSSLT: first-time eligible students who participated fully	2 993	2 882	2 714	2 701	2 746
OSSLT: first-time eligible fully participating students who were successful	2 469	2 311	2 187	2 168	2 158

PERCENTAGE OF ALL STUDENTS AT OR ABOVE THE PROVINCIAL STANDARD (LEVELS 3 AND 4) OVER TIME



PERCENTAGE FIRST-TIME ELIGIBLE STUDENTS PARTICIPATING FULLY AND PERCENTAGE SUCCESSFUL OVER TIME



Note: 2011 OSSLT results for previously eligible students: 53% participated fully and 40% of fully participating students were successful.

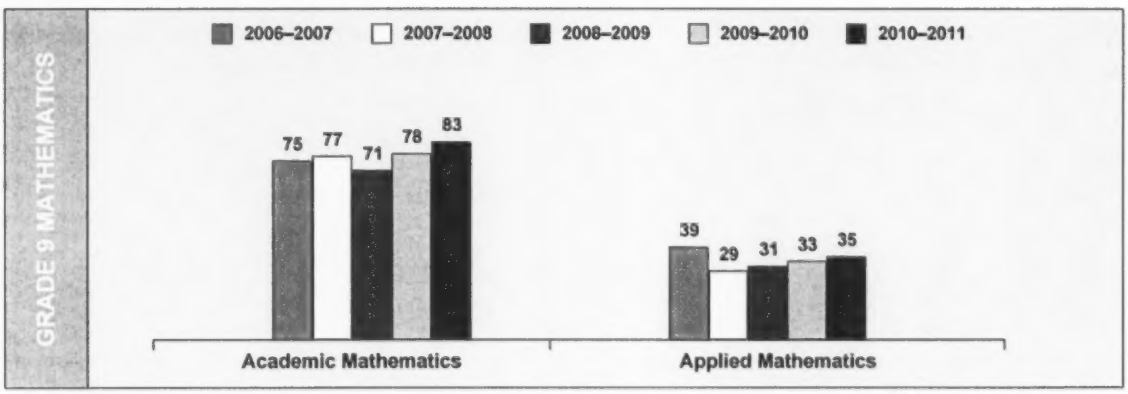
Board Name: Keewatin-Patricia DSB (28045)

DEMOGRAPHIC INFORMATION	Grade 9		OSSLT
	Academic	Applied	FTE
English language learners	0%	0%	1%
English language learners receiving special provisions*	0%	0%	0%
Students with special education needs (excluding gifted)	6%	26%	19%
Students with special education needs receiving accommodations*†	3%	23%	16%
Speak only or mostly a language other than English at home	2%	3%	1%
Number of schools	*6*	*6*	*6*

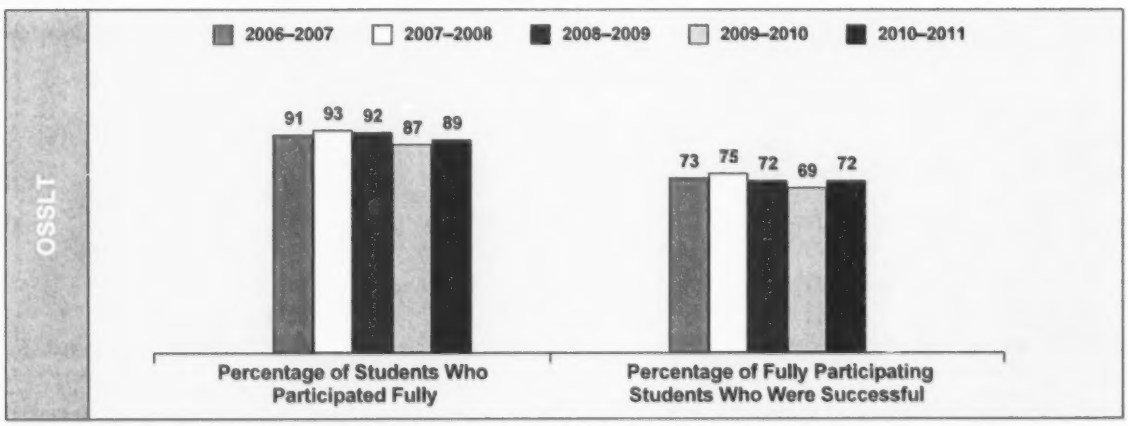
* Percentages are based on the number of students who participated fully.
† Excluding gifted for OSSLT.

Number of Students	2006–2007	2007–2008	2008–2009	2009–2010	2010–2011
Academic mathematics	305	306	287	287	269
Applied mathematics	240	252	190	215	215
OSSLT: first-time eligible students who participated fully	524	533	518	463	467
OSSLT: first-time eligible fully participating students who were successful	385	401	375	319	338

PERCENTAGE OF ALL STUDENTS AT OR ABOVE THE PROVINCIAL STANDARD (LEVELS 3 AND 4) OVER TIME



PERCENTAGE FIRST-TIME ELIGIBLE STUDENTS PARTICIPATING FULLY AND PERCENTAGE SUCCESSFUL OVER TIME



Note: 2011 OSSLT results for previously eligible students: 49% participated fully and 39% of fully participating students were successful.

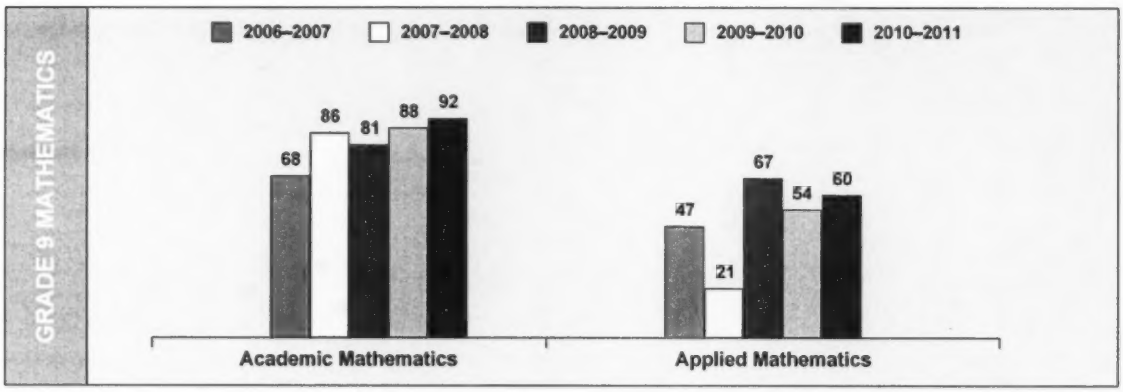
Board Name: Kenora Catholic DSB (29050)

DEMOGRAPHIC INFORMATION	Grade 9		OSSLT
	Academic	Applied	FTE
English language learners	0%	0%	0%
English language learners receiving special provisions*	0%	0%	0%
Students with special education needs (excluding gifted)	2%	13%	18%
Students with special education needs receiving accommodations*†	2%	10%	17%
Speak only or mostly a language other than English at home	2%	7%	1%
Number of schools	*1*	*1*	*1*

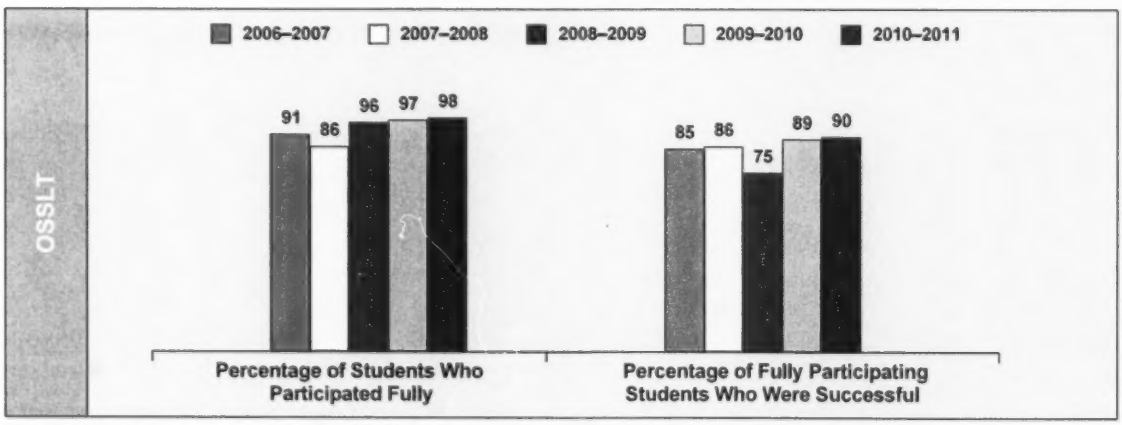
* Percentages are based on the number of students who participated fully.
† Excluding gifted for OSSLT.

Number of Students	2006–2007	2007–2008	2008–2009	2009–2010	2010–2011
Academic mathematics	62	50	53	51	61
Applied mathematics	19	29	43	26	30
OSSLT: first-time eligible students who participated fully	85	83	76	91	83
OSSLT: first-time eligible fully participating students who were successful	72	71	57	81	75

PERCENTAGE OF ALL STUDENTS AT OR ABOVE THE PROVINCIAL STANDARD (LEVELS 3 AND 4) OVER TIME



PERCENTAGE FIRST-TIME ELIGIBLE STUDENTS PARTICIPATING FULLY AND PERCENTAGE SUCCESSFUL OVER TIME



Note: 2011 OSSLT results for previously eligible students: N/R

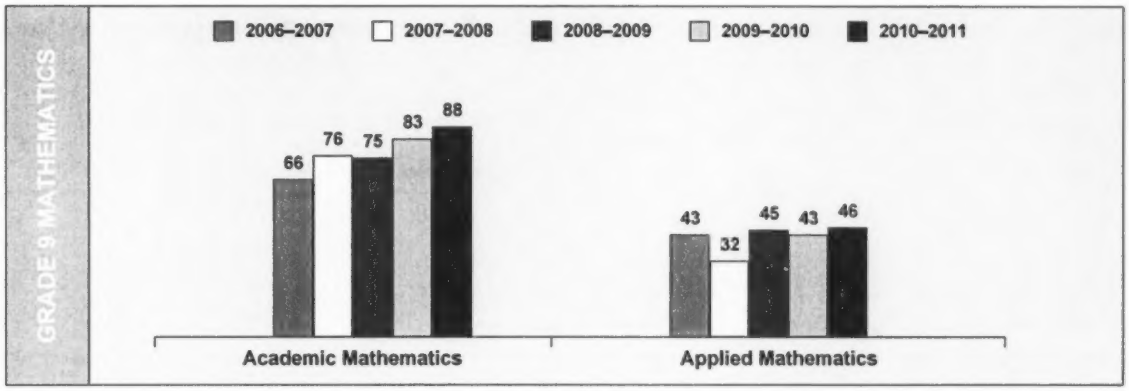
Board Name: Lakehead DSB (28061)

DEMOGRAPHIC INFORMATION	Grade 9		OSSLT
	Academic	Applied	FTE
English language learners	0%	1%	2%
English language learners receiving special provisions*	0%	1%	1%
Students with special education needs (excluding gifted)	4%	18%	17%
Students with special education needs receiving accommodations*†	3%	9%	13%
Speak only or mostly a language other than English at home	3%	3%	1%
Number of schools	4	4	5

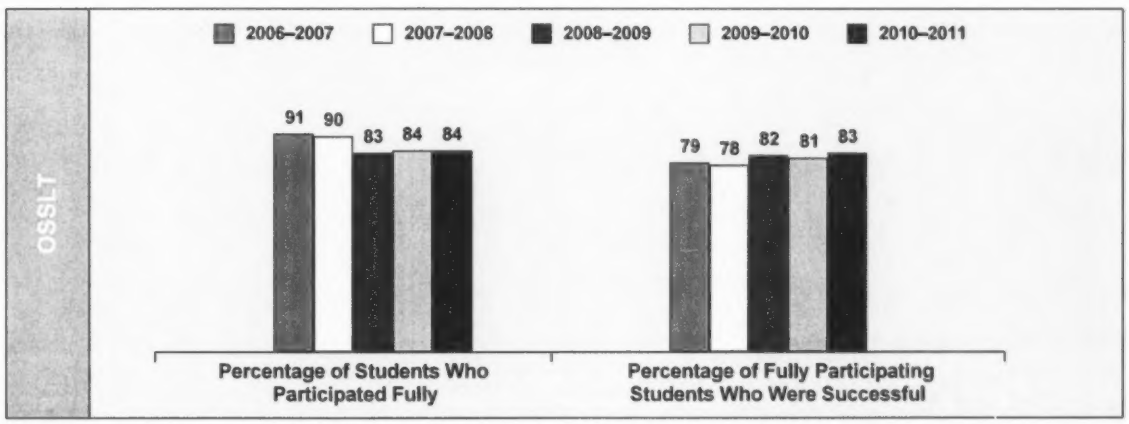
* Percentages are based on the number of students who participated fully.
† Excluding gifted for OSSLT.

Number of Students	2006–2007	2007–2008	2008–2009	2009–2010	2010–2011
Academic mathematics	548	492	469	482	471
Applied mathematics	387	372	343	317	324
OSSLT: first-time eligible students who participated fully	965	920	804	801	760
OSSLT: first-time eligible fully participating students who were successful	763	716	659	646	634

PERCENTAGE OF ALL STUDENTS AT OR ABOVE THE PROVINCIAL STANDARD (LEVELS 3 AND 4) OVER TIME



PERCENTAGE FIRST-TIME ELIGIBLE STUDENTS PARTICIPATING FULLY AND PERCENTAGE SUCCESSFUL OVER TIME



Note: 2011 OSSLT results for previously eligible students: 52% participated fully and 46% of fully participating students were successful.

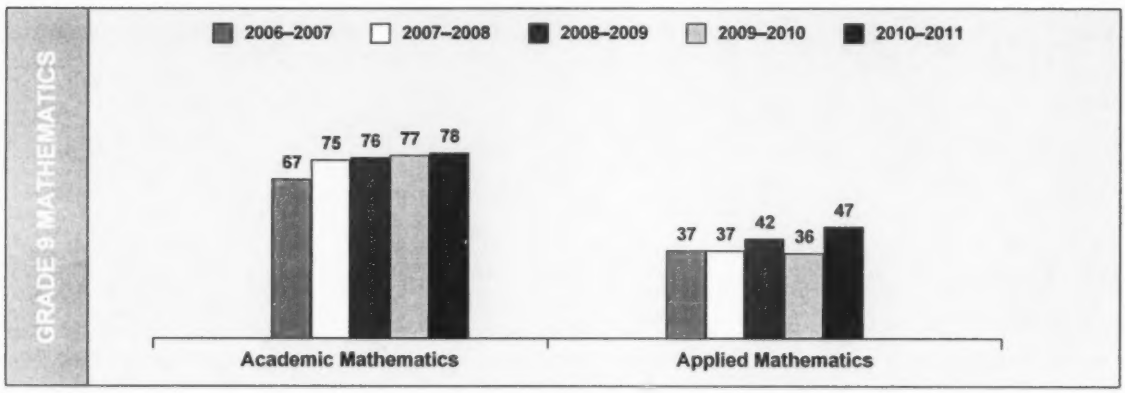
Board Name: Lambton Kent District School Board (66036)

DEMOGRAPHIC INFORMATION	Grade 9		OSSLT
	Academic	Applied	FTE
English language learners	<1%	0%	<1%
English language learners receiving special provisions*	0%	0%	<1%
Students with special education needs (excluding gifted)	4%	34%	22%
Students with special education needs receiving accommodations*†	2%	25%	20%
Speak only or mostly a language other than English at home	2%	2%	1%
Number of schools	*12*	*13*	*13*

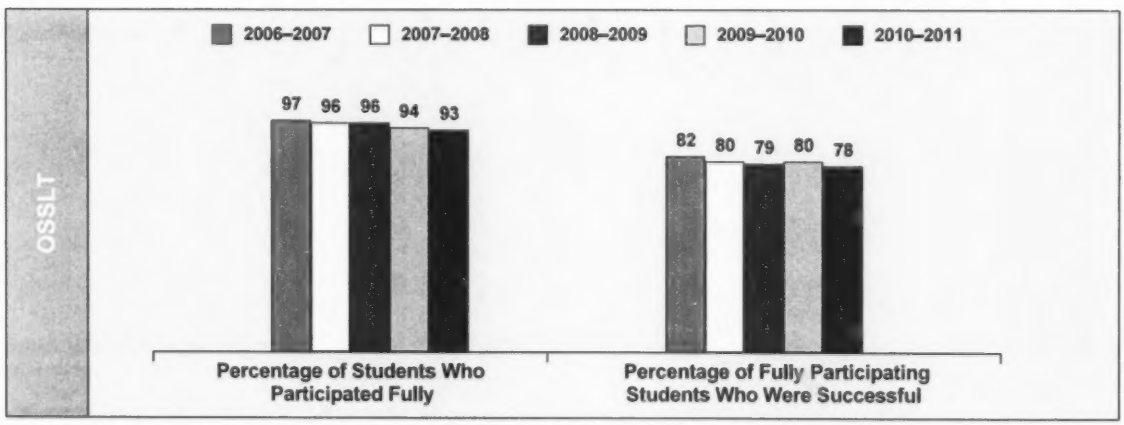
* Percentages are based on the number of students who participated fully.
† Excluding gifted for OSSLT.

Number of Students	2006–2007	2007–2008	2008–2009	2009–2010	2010–2011
Academic mathematics	1 310	1 223	1 178	1 102	1 067
Applied mathematics	798	769	713	766	702
OSSLT: first-time eligible students who participated fully	2 139	2 102	1 994	1 883	1 823
OSSLT: first-time eligible fully participating students who were successful	1 745	1 680	1 578	1 515	1 415

PERCENTAGE OF ALL STUDENTS AT OR ABOVE THE PROVINCIAL STANDARD (LEVELS 3 AND 4) OVER TIME



PERCENTAGE FIRST-TIME ELIGIBLE STUDENTS PARTICIPATING FULLY AND PERCENTAGE SUCCESSFUL OVER TIME



Note: 2011 OSSLT results for previously eligible students: 68% participated fully and 45% of fully participating students were successful.

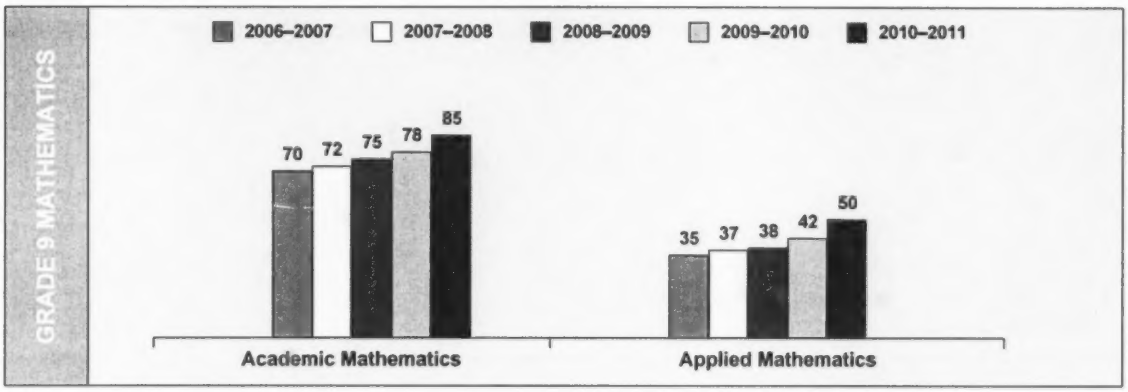
Board Name: Limestone DSB (66206)

DEMOGRAPHIC INFORMATION	Grade 9		OSSLT
	Academic	Applied	FTE
English language learners	1%	<1%	1%
English language learners receiving special provisions*	<1%	<1%	1%
Students with special education needs (excluding gifted)	12%	42%	32%
Students with special education needs receiving accommodations*†	8%	34%	30%
Speak only or mostly a language other than English at home	3%	2%	2%
Number of schools	*11*	*11*	*12*

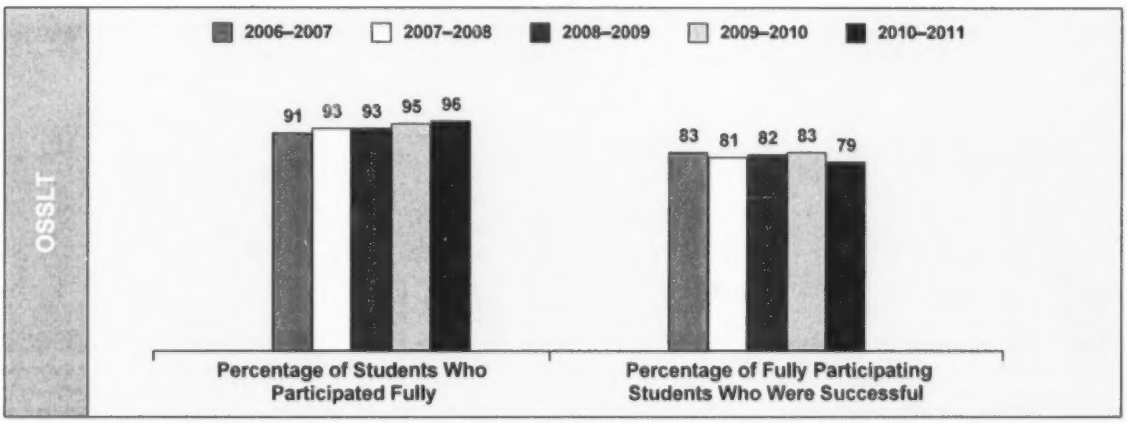
* Percentages are based on the number of students who participated fully.
† Excluding gifted for OSSLT.

Number of Students	2006–2007	2007–2008	2008–2009	2009–2010	2010–2011
Academic mathematics	1 115	966	1 012	986	1 007
Applied mathematics	522	493	469	469	453
OSSLT: first-time eligible students who participated fully	1 626	1 711	1 564	1 621	1 571
OSSLT: first-time eligible fully participating students who were successful	1 350	1 393	1 285	1 351	1 245

PERCENTAGE OF ALL STUDENTS AT OR ABOVE THE PROVINCIAL STANDARD (LEVELS 3 AND 4) OVER TIME



PERCENTAGE FIRST-TIME ELIGIBLE STUDENTS PARTICIPATING FULLY AND PERCENTAGE SUCCESSFUL OVER TIME



Note: 2011 OSSLT results for previously eligible students: 39% participated fully and 59% of fully participating students were successful.

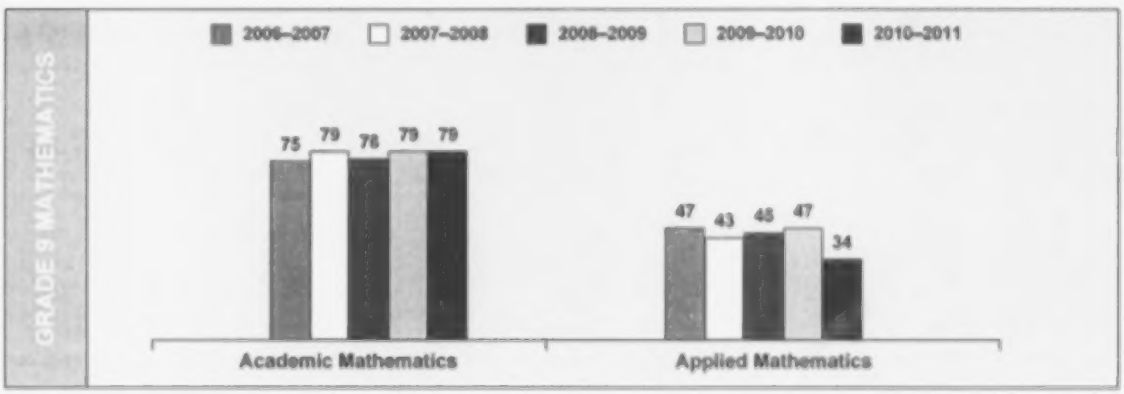
Board Name: London District Catholic School Board (67032)

DEMOGRAPHIC INFORMATION	Grade 9		OSSLT
	Academic	Applied	FTE
English language learners	2%	4%	3%
English language learners receiving special provisions*	1%	3%	2%
Students with special education needs (excluding gifted)	3%	24%	12%
Students with special education needs receiving accommodations*†	2%	16%	11%
Speak only or mostly a language other than English at home	10%	11%	8%
Number of schools	8	8	8

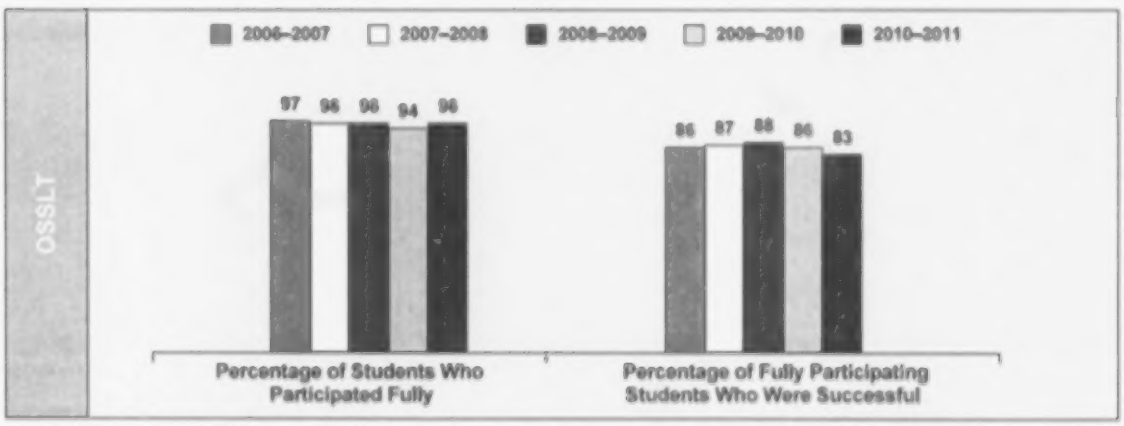
* Percentages are based on the number of students who participated fully.
† Excluding gifted for OSSLT.

Number of Students	2006–2007	2007–2008	2008–2009	2009–2010	2010–2011
Academic mathematics	1 367	1 438	1 391	1 390	1 274
Applied mathematics	725	698	699	604	592
OSSLT: first-time eligible students who participated fully	1 886	2 076	2 040	1 986	1 950
OSSLT: first-time eligible fully participating students who were successful	1 624	1 802	1 788	1 707	1 611

PERCENTAGE OF ALL STUDENTS AT OR ABOVE THE PROVINCIAL STANDARD (LEVELS 3 AND 4) OVER TIME



PERCENTAGE FIRST-TIME ELIGIBLE STUDENTS PARTICIPATING FULLY AND PERCENTAGE SUCCESSFUL OVER TIME



Note: 2011 OSSLT results for previously eligible students: 71% participated fully and 53% of fully participating students were successful.

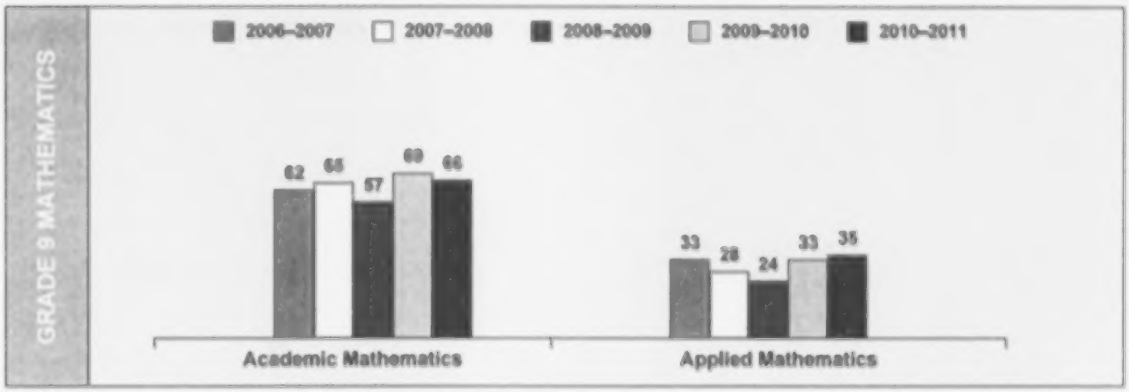
Board Name: Near North DSB (28037)

DEMOGRAPHIC INFORMATION	Grade 9		OSSLT
	Academic	Applied	FTE
English language learners	<1%	0%	<1%
English language learners receiving special provisions*	0%	0%	<1%
Students with special education needs (excluding gifted)	8%	37%	28%
Students with special education needs receiving accommodations*†	8%	36%	26%
Speak only or mostly a language other than English at home	3%	5%	1%
Number of schools	7	7	7

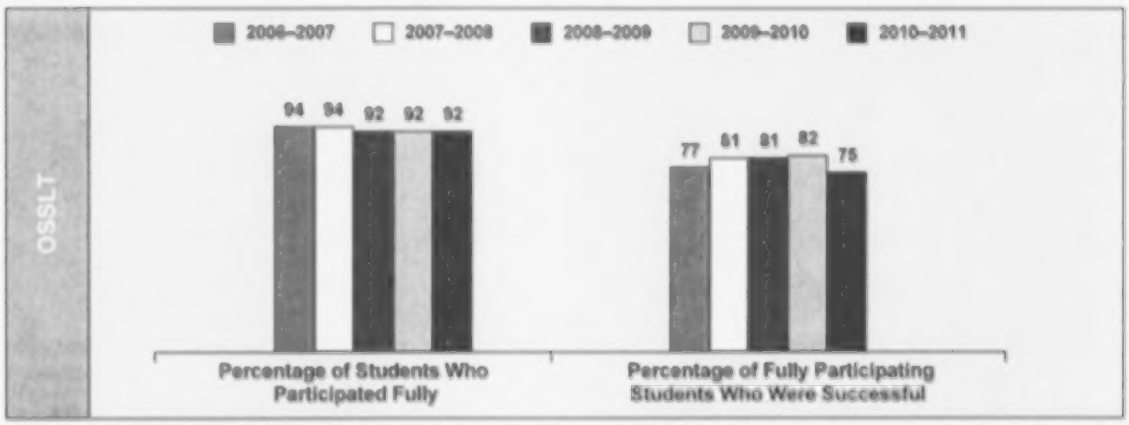
* Percentages are based on the number of students who participated fully.
† Excluding gifted for OSSLT.

Number of Students	2006–2007	2007–2008	2008–2009	2009–2010	2010–2011
Academic mathematics	531	464	535	487	473
Applied mathematics	436	441	448	419	321
OSSLT: first-time eligible students who participated fully	1 013	962	883	894	832
OSSLT: first-time eligible fully participating students who were successful	782	776	719	731	624

PERCENTAGE OF ALL STUDENTS AT OR ABOVE THE PROVINCIAL STANDARD (LEVELS 3 AND 4) OVER TIME



PERCENTAGE FIRST-TIME ELIGIBLE STUDENTS PARTICIPATING FULLY AND PERCENTAGE SUCCESSFUL OVER TIME



Note: 2011 OSSLT results for previously eligible students: 63% participated fully and 50% of fully participating students were successful.

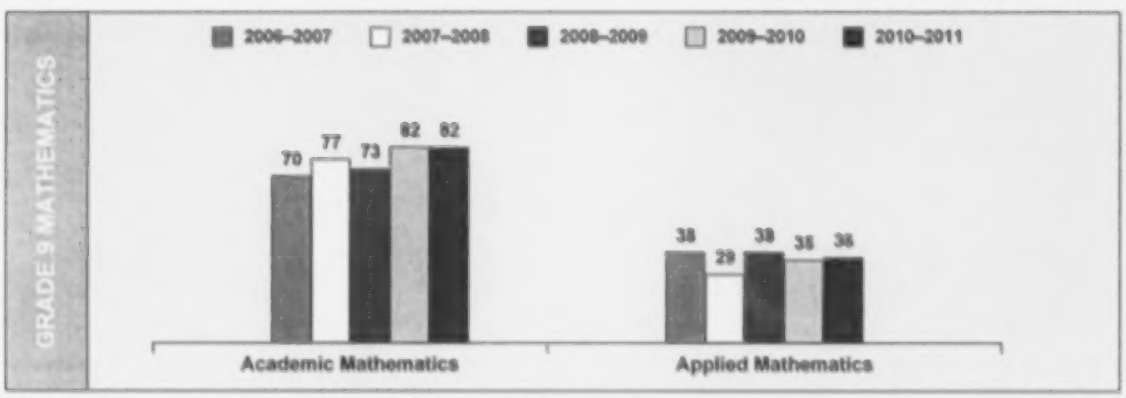
Board Name: Niagara Catholic DSB (67156)

DEMOGRAPHIC INFORMATION	Grade 9		OSSLT
	Academic	Applied	FTE
English language learners	1%	1%	1%
English language learners receiving special provisions*	1%	1%	1%
Students with special education needs (excluding gifted)	3%	32%	16%
Students with special education needs receiving accommodations*†	3%	28%	12%
Speak only or mostly a language other than English at home	5%	7%	3%
Number of schools	8	8	8

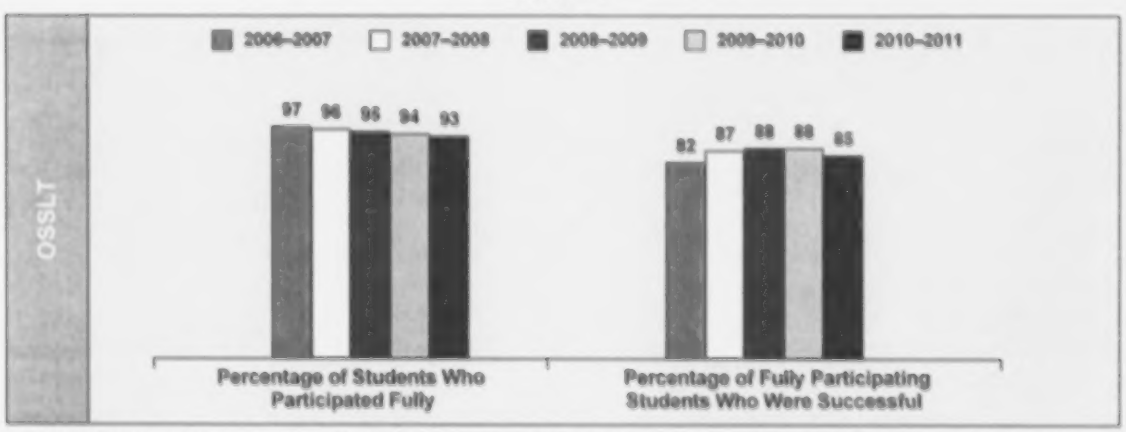
* Percentages are based on the number of students who participated fully.
† Excluding gifted for OSSLT.

Number of Students	2006–2007	2007–2008	2008–2009	2009–2010	2010–2011
Academic mathematics	1 470	1 452	1 389	1 409	1 321
Applied mathematics	629	627	637	644	516
OSSLT: first-time eligible students who participated fully	1 884	1 988	1 960	1 901	1 952
OSSLT: first-time eligible fully participating students who were successful	1 581	1 729	1 725	1 667	1 689

PERCENTAGE OF ALL STUDENTS AT OR ABOVE THE PROVINCIAL STANDARD (LEVELS 3 AND 4) OVER TIME



PERCENTAGE FIRST-TIME ELIGIBLE STUDENTS PARTICIPATING FULLY AND PERCENTAGE SUCCESSFUL OVER TIME



Note: 2011 OSSLT results for previously eligible students: 57% participated fully and 50% of fully participating students were successful.

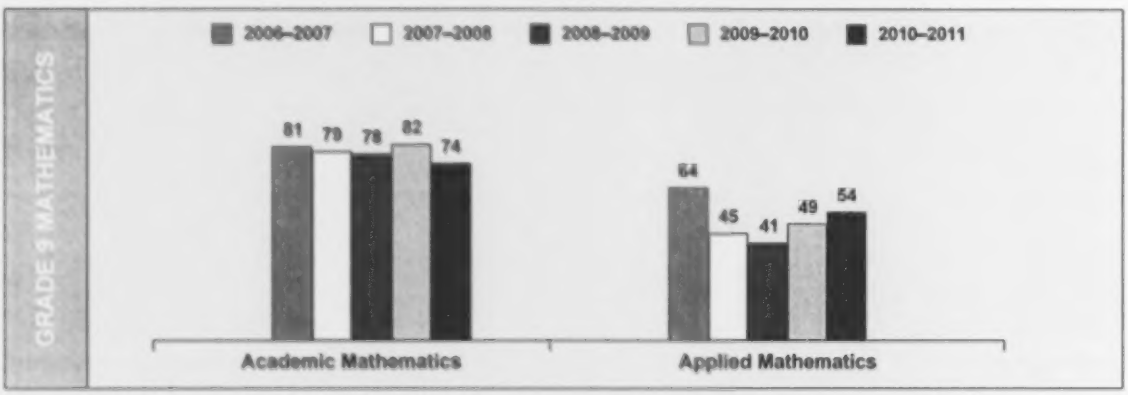
Board Name: Nipissing-Parry Sound Catholic DSB (29017)

DEMOGRAPHIC INFORMATION	Grade 9		OSSLT
	Academic	Applied	FTE
English language learners	0%	0%	0%
English language learners receiving special provisions*	0%	0%	0%
Students with special education needs (excluding gifted)	9%	40%	27%
Students with special education needs receiving accommodations*†	7%	29%	17%
Speak only or mostly a language other than English at home	5%	3%	1%
Number of schools	1	1	1

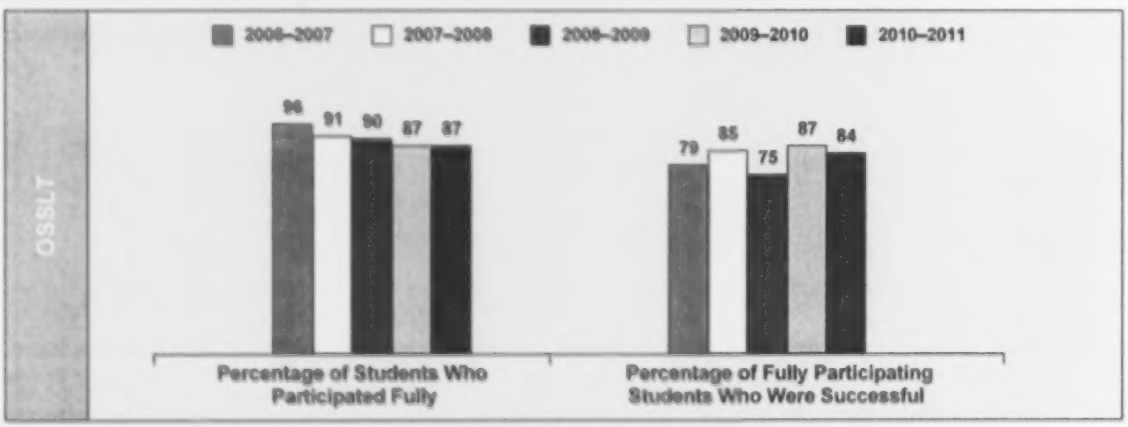
* Percentages are based on the number of students who participated fully.
† Excluding gifted for OSSLT.

Number of Students	2006–2007	2007–2008	2008–2009	2009–2010	2010–2011
Academic mathematics	161	95	127	130	88
Applied mathematics	107	106	106	105	101
OSSLT: first-time eligible students who participated fully	219	252	170	206	209
OSSLT: first-time eligible fully participating students who were successful	174	215	128	180	175

PERCENTAGE OF ALL STUDENTS AT OR ABOVE THE PROVINCIAL STANDARD (LEVELS 3 AND 4) OVER TIME



PERCENTAGE FIRST-TIME ELIGIBLE STUDENTS PARTICIPATING FULLY AND PERCENTAGE SUCCESSFUL OVER TIME



Note: 2011 OSSLT results for previously eligible students: 39% participated fully and 61% of fully participating students were successful.

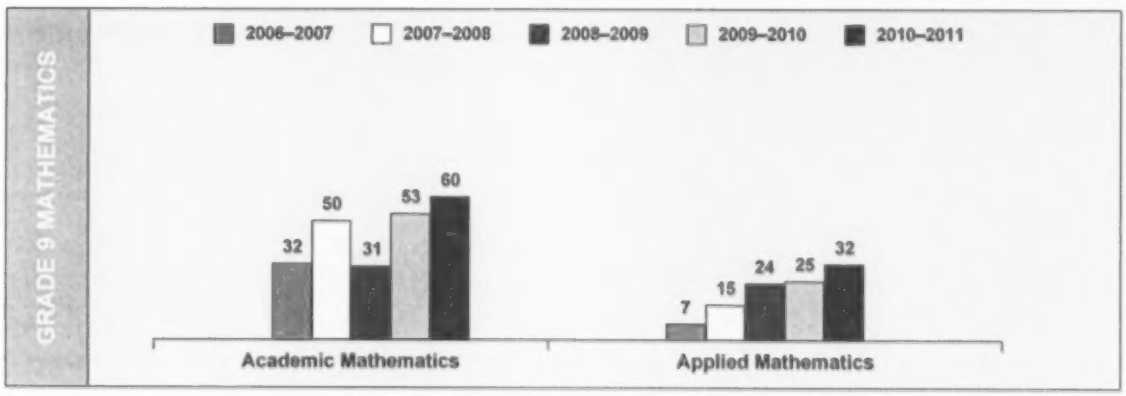
Board Name: Northeastern Catholic DSB (29009)

DEMOGRAPHIC INFORMATION	Grade 9		OSSLT
	Academic	Applied	FTE
English language learners	0%	0%	0%
English language learners receiving special provisions*	0%	0%	0%
Students with special education needs (excluding gifted)	11%	13%	20%
Students with special education needs receiving accommodations*†	13%	11%	16%
Speak only or mostly a language other than English at home	1%	5%	5%
Number of schools	*1*	*1*	*1*

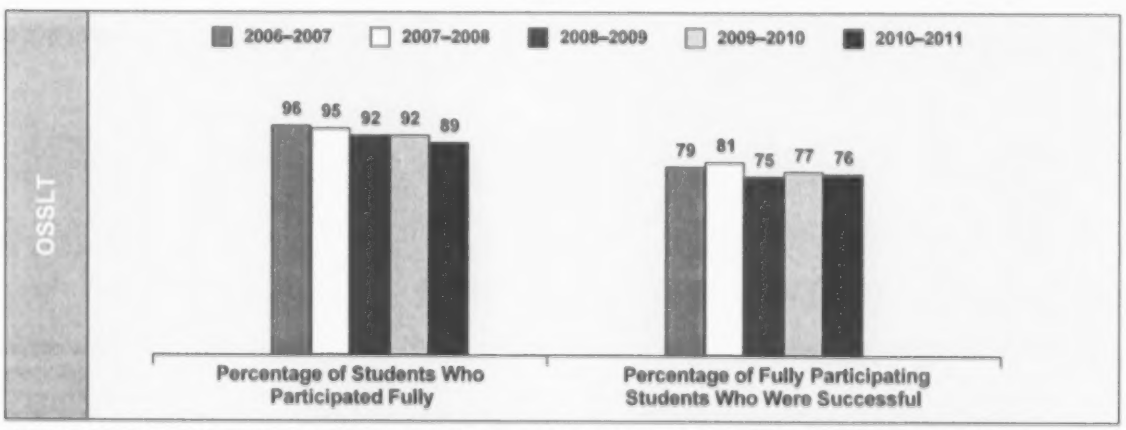
* Percentages are based on the number of students who participated fully.
† Excluding gifted for OSSLT.

Number of Students	2006–2007	2007–2008	2008–2009	2009–2010	2010–2011
Academic mathematics	65	68	70	53	70
Applied mathematics	67	73	49	48	38
OSSLT: first-time eligible students who participated fully	137	112	111	111	86
OSSLT: first-time eligible fully participating students who were successful	108	91	83	85	65

PERCENTAGE OF ALL STUDENTS AT OR ABOVE THE PROVINCIAL STANDARD (LEVELS 3 AND 4) OVER TIME



PERCENTAGE FIRST-TIME ELIGIBLE STUDENTS PARTICIPATING FULLY AND PERCENTAGE SUCCESSFUL OVER TIME



Note: 2011 OSSLT results for previously eligible students: 94% participated fully and 32% of fully participating students were successful.

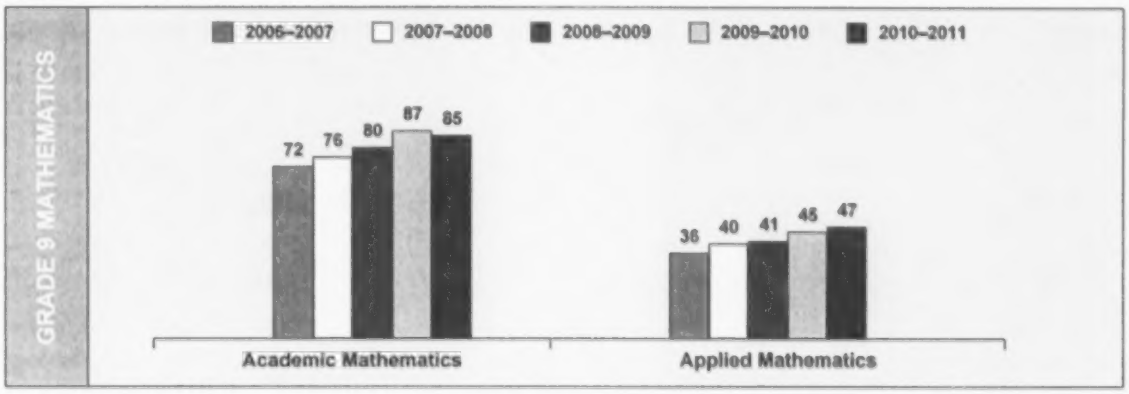
Board Name: Ottawa Catholic District School Board (67180)

DEMOGRAPHIC INFORMATION	Grade 9		OSSLT
	Academic	Applied	FTE
English language learners	2%	5%	3%
English language learners receiving special provisions*	1%	2%	2%
Students with special education needs (excluding gifted)	7%	34%	16%
Students with special education needs receiving accommodations*†	4%	20%	12%
Speak only or mostly a language other than English at home	7%	9%	6%
Number of schools	*15*	*15*	*16*

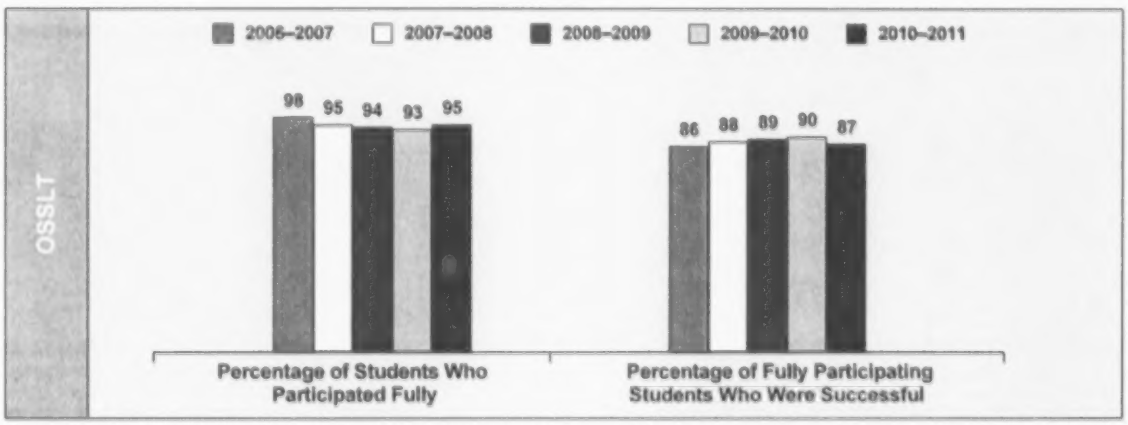
* Percentages are based on the number of students who participated fully.
† Excluding gifted for OSSLT.

Number of Students	2006–2007	2007–2008	2008–2009	2009–2010	2010–2011
Academic mathematics	2 621	2 457	2 411	2 432	2 304
Applied mathematics	905	898	858	944	789
OSSLT: first-time eligible students who participated fully	3 499	3 544	3 292	3 157	3 317
OSSLT: first-time eligible fully participating students who were successful	3 022	3 103	2 934	2 848	2 898

PERCENTAGE OF ALL STUDENTS AT OR ABOVE THE PROVINCIAL STANDARD (LEVELS 3 AND 4) OVER TIME



PERCENTAGE FIRST-TIME ELIGIBLE STUDENTS PARTICIPATING FULLY AND PERCENTAGE SUCCESSFUL OVER TIME



Note: 2011 OSSLT results for previously eligible students: 53% participated fully and 48% of fully participating students were successful.

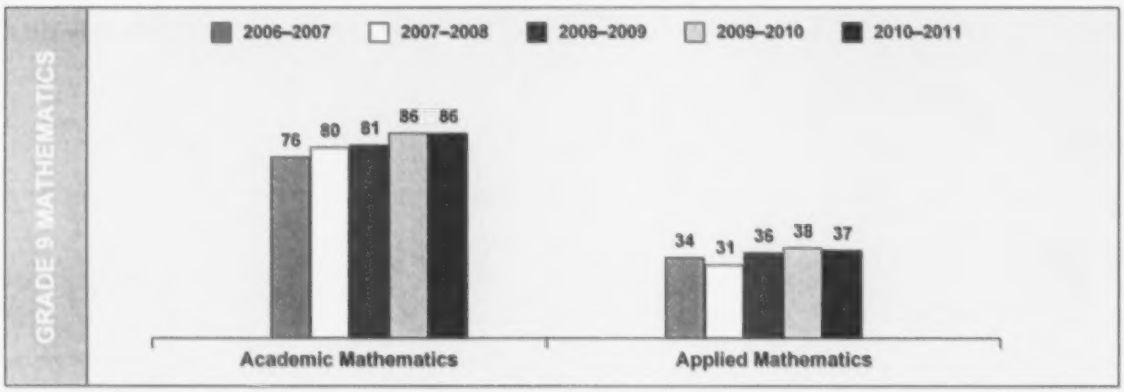
Board Name: Ottawa-Carleton DSB (66184)

DEMOGRAPHIC INFORMATION	Grade 9		OSSLT
	Academic	Applied	FTE
English language learners	10%	16%	10%
English language learners receiving special provisions*	3%	10%	5%
Students with special education needs (excluding gifted)	11%	47%	20%
Students with special education needs receiving accommodations* †	9%	37%	17%
Speak only or mostly a language other than English at home	10%	9%	9%
Number of schools	23	24	29

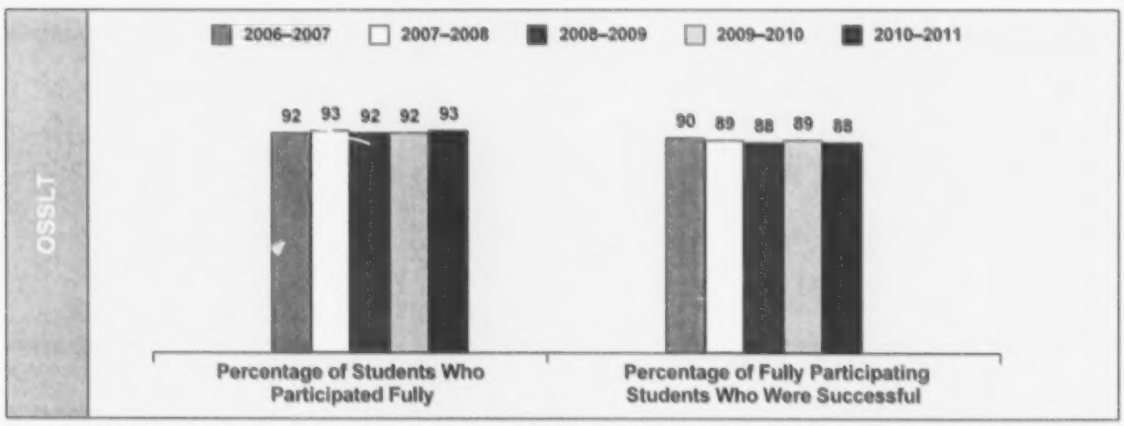
* Percentages are based on the number of students who participated fully.
† Excluding gifted for OSSLT.

Number of Students	2006–2007	2007–2008	2008–2009	2009–2010	2010–2011
Academic mathematics	4 170	4 041	4 074	4 159	4 125
Applied mathematics	1 165	1 146	1 228	1 099	1 074
OSSLT: first-time eligible students who participated fully	5 243	4 949	4 932	5 021	5 124
OSSLT: first-time eligible fully participating students who were successful	4 717	4 418	4 361	4 464	4 519

PERCENTAGE OF ALL STUDENTS AT OR ABOVE THE PROVINCIAL STANDARD (LEVELS 3 AND 4) OVER TIME



PERCENTAGE FIRST-TIME ELIGIBLE STUDENTS PARTICIPATING FULLY AND PERCENTAGE SUCCESSFUL OVER TIME



Note: 2011 OSSLT results for previously eligible students: 60% participated fully and 56% of fully participating students were successful.

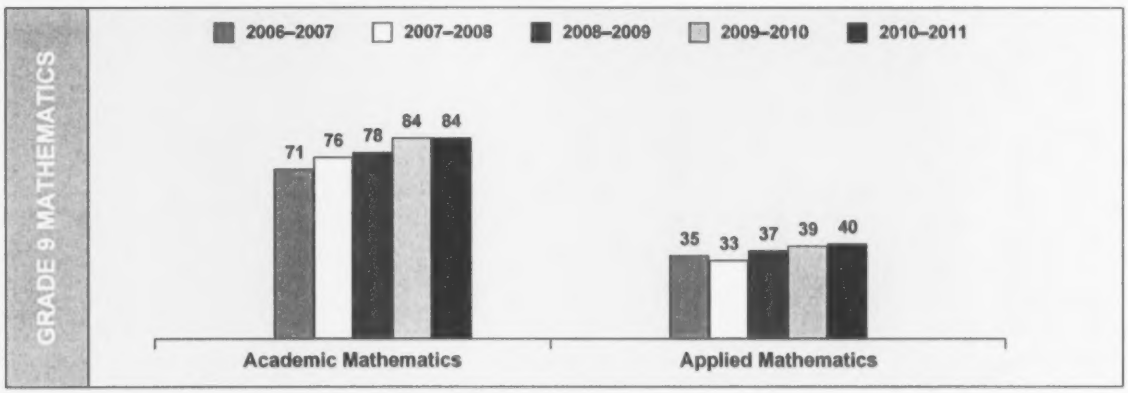
Board Name: Peel District School Board (66125)

DEMOGRAPHIC INFORMATION	Grade 9		OSSLT
	Academic	Applied	FTE
English language learners	4%	12%	4%
English language learners receiving special provisions*	3%	10%	2%
Students with special education needs (excluding gifted)	3%	24%	13%
Students with special education needs receiving accommodations*†	3%	24%	12%
Speak only or mostly a language other than English at home	13%	11%	10%
Number of schools	*30*	*33*	*38*

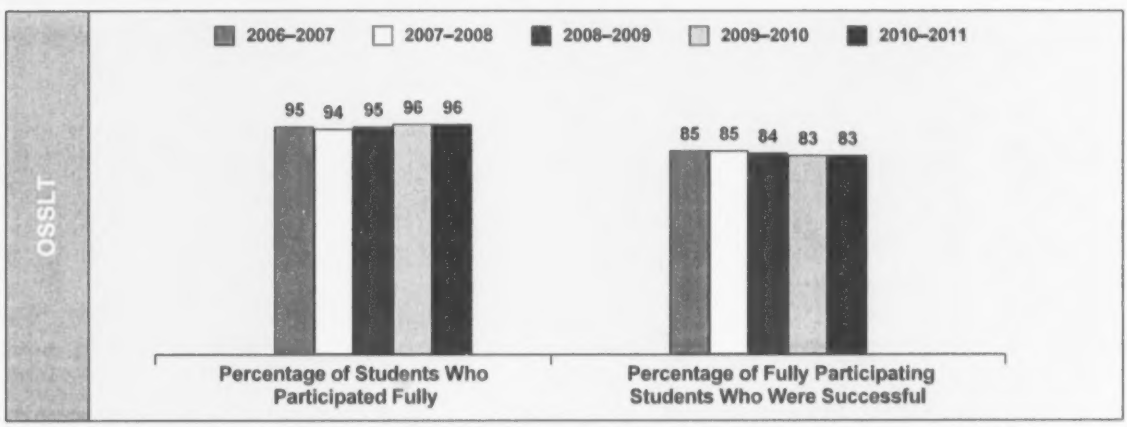
* Percentages are based on the number of students who participated fully.
† Excluding gifted for OSSLT.

Number of Students	2006–2007	2007–2008	2008–2009	2009–2010	2010–2011
Academic mathematics	7 452	7 301	7 483	7 336	7 446
Applied mathematics	2 529	2 840	2 786	2 851	2 684
OSSLT: first-time eligible students who participated fully	9 222	9 421	9 497	9 857	9 627
OSSLT: first-time eligible fully participating students who were successful	7 812	7 967	7 999	8 152	7 977

PERCENTAGE OF ALL STUDENTS AT OR ABOVE THE PROVINCIAL STANDARD (LEVELS 3 AND 4) OVER TIME



PERCENTAGE FIRST-TIME ELIGIBLE STUDENTS PARTICIPATING FULLY AND PERCENTAGE SUCCESSFUL OVER TIME



Note: 2011 OSSLT results for previously eligible students: 59% participated fully and 49% of fully participating students were successful.

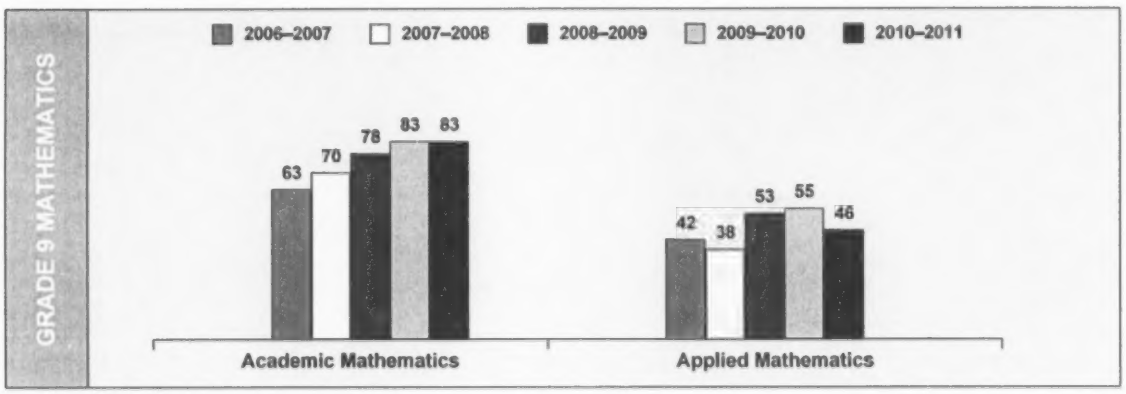
Board Name: Peterborough Victoria Northumberland and Clarington CDSB (67067)

DEMOGRAPHIC INFORMATION	Grade 9		OSSLT
	Academic	Applied	FTE
English language learners	0%	0%	<1%
English language learners receiving special provisions*	0%	0%	<1%
Students with special education needs (excluding gifted)	5%	43%	21%
Students with special education needs receiving accommodations*†	4%	42%	19%
Speak only or mostly a language other than English at home	3%	4%	2%
Number of schools	6	6	6

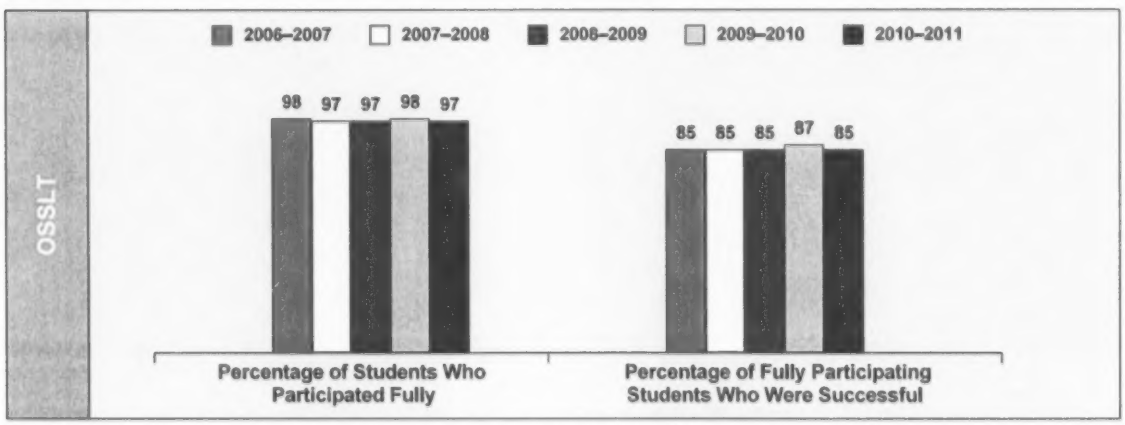
* Percentages are based on the number of students who participated fully.
† Excluding gifted for OSSLT.

Number of Students	2006–2007	2007–2008	2008–2009	2009–2010	2010–2011
Academic mathematics	856	811	805	630	729
Applied mathematics	445	476	463	425	446
OSSLT: first-time eligible students who participated fully	1 320	1 293	1 269	1 256	1 179
OSSLT: first-time eligible fully participating students who were successful	1 124	1 100	1 073	1 095	997

PERCENTAGE OF ALL STUDENTS AT OR ABOVE THE PROVINCIAL STANDARD (LEVELS 3 AND 4) OVER TIME



PERCENTAGE FIRST-TIME ELIGIBLE STUDENTS PARTICIPATING FULLY AND PERCENTAGE SUCCESSFUL OVER TIME



Note: 2011 OSSLT results for previously eligible students: 71% participated fully and 54% of fully participating students were successful.

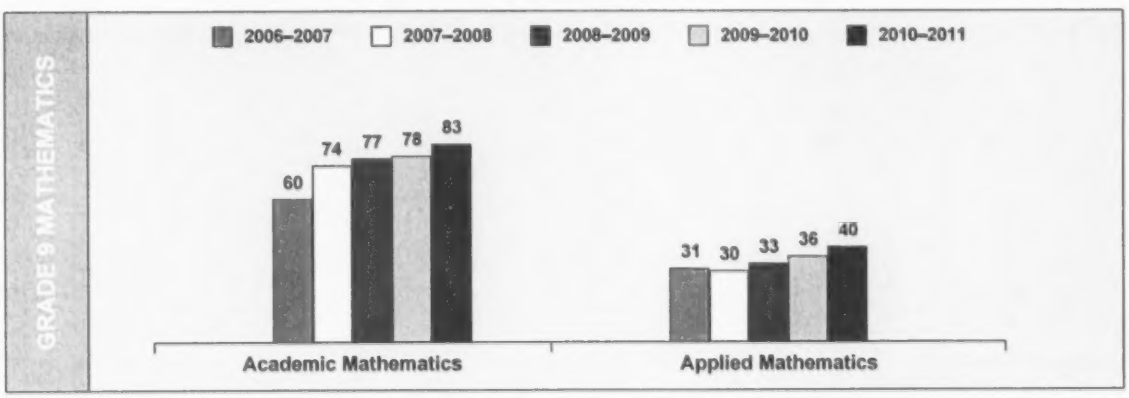
Board Name: Rainbow District School Board (28029)

DEMOGRAPHIC INFORMATION	Grade 9		OSSLT
	Academic	Applied	FTE
English language learners	0%	<1%	<1%
English language learners receiving special provisions*	0%	<1%	<1%
Students with special education needs (excluding gifted)	6%	28%	19%
Students with special education needs receiving accommodations*†	7%	28%	16%
Speak only or mostly a language other than English at home	3%	3%	2%
Number of schools	*9*	*9*	*11*

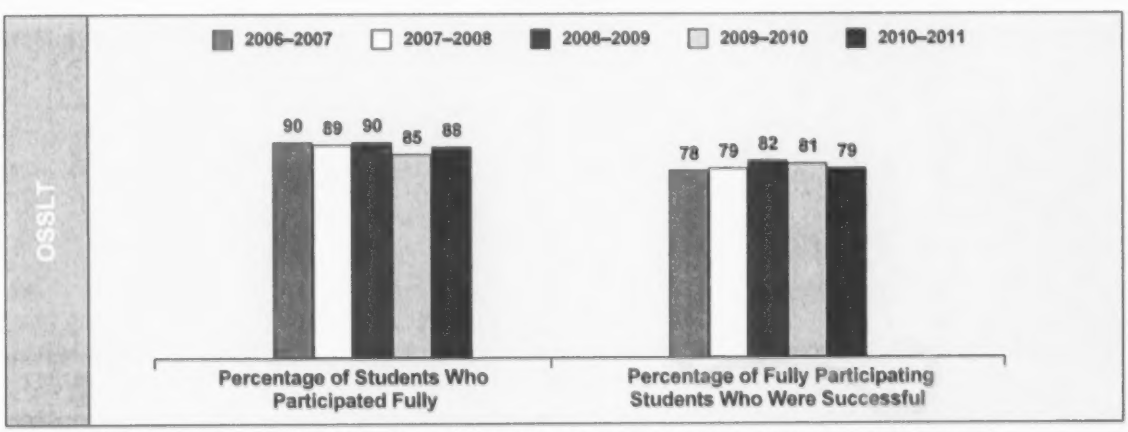
* Percentages are based on the number of students who participated fully.
† Excluding gifted for OSSLT.

Number of Students	2006–2007	2007–2008	2008–2009	2009–2010	2010–2011
Academic mathematics	923	797	753	765	674
Applied mathematics	550	479	505	480	378
OSSLT: first-time eligible students who participated fully	1 304	1 296	1 187	1 083	1 148
OSSLT: first-time eligible fully participating students who were successful	1 018	1 030	970	877	905

PERCENTAGE OF ALL STUDENTS AT OR ABOVE THE PROVINCIAL STANDARD (LEVELS 3 AND 4) OVER TIME



PERCENTAGE FIRST-TIME ELIGIBLE STUDENTS PARTICIPATING FULLY AND PERCENTAGE SUCCESSFUL OVER TIME



Note: 2011 OSSLT results for previously eligible students: 52% participated fully and 47% of fully participating students were successful.

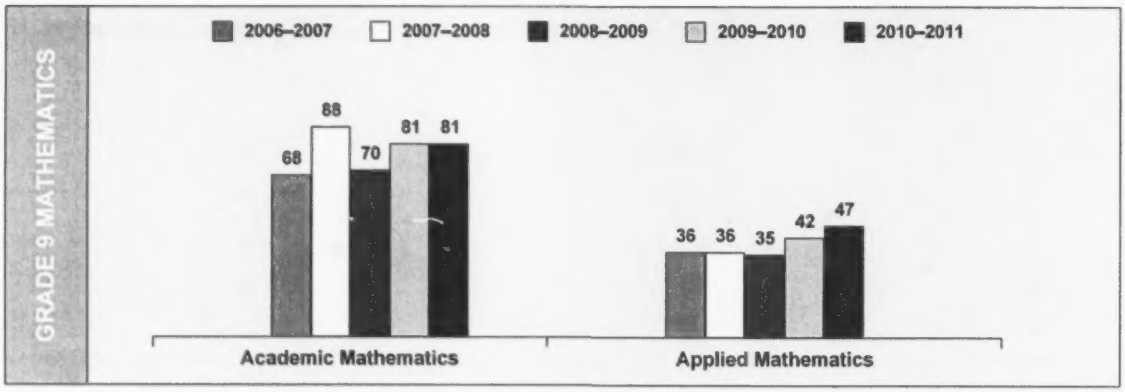
Board Name: Rainy River DSB (28053)

DEMOGRAPHIC INFORMATION	Grade 9		OSSLT
	Academic	Applied	FTE
English language learners	0%	0%	0%
English language learners receiving special provisions*	0%	0%	0%
Students with special education needs (excluding gifted)	4%	28%	22%
Students with special education needs receiving accommodations* †	3%	10%	15%
Speak only or mostly a language other than English at home	3%	0%	2%
Number of schools	3	3	3

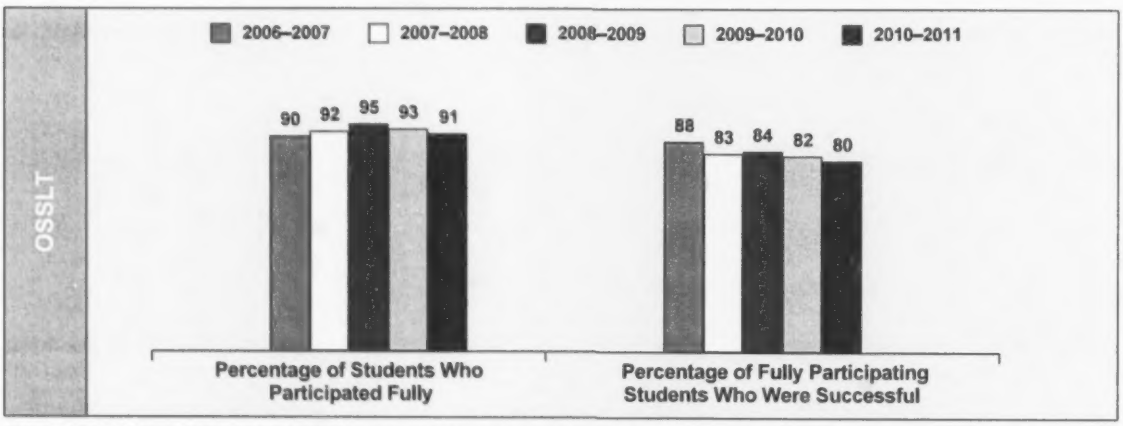
* Percentages are based on the number of students who participated fully.
† Excluding gifted for OSSLT.

Number of Students	2006–2007	2007–2008	2008–2009	2009–2010	2010–2011
Academic mathematics	170	144	174	154	129
Applied mathematics	137	131	126	120	116
OSSLT: first-time eligible students who participated fully	248	277	264	280	258
OSSLT: first-time eligible fully participating students who were successful	217	231	221	231	206

PERCENTAGE OF ALL STUDENTS AT OR ABOVE THE PROVINCIAL STANDARD (LEVELS 3 AND 4) OVER TIME



PERCENTAGE FIRST-TIME ELIGIBLE STUDENTS PARTICIPATING FULLY AND PERCENTAGE SUCCESSFUL OVER TIME



Note: 2011 OSSLT results for previously eligible students: 63% participated fully and 43% of fully participating students were successful.

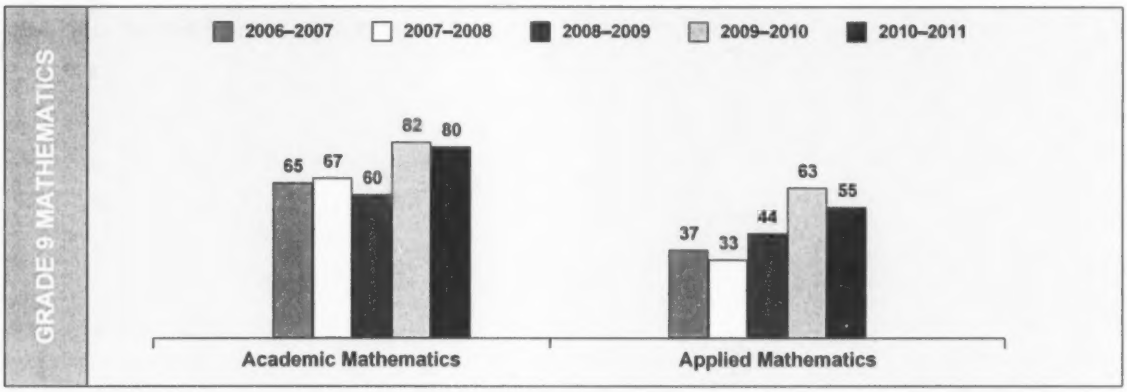
Board Name: Renfrew County Catholic DSB (67199)

DEMOGRAPHIC INFORMATION	Grade 9		OSSLT
	Academic	Applied	FTE
English language learners	0%	0%	0%
English language learners receiving special provisions*	0%	0%	0%
Students with special education needs (excluding gifted)	7%	55%	26%
Students with special education needs receiving accommodations*†	3%	54%	23%
Speak only or mostly a language other than English at home	4%	3%	0%
Number of schools	2	2	2

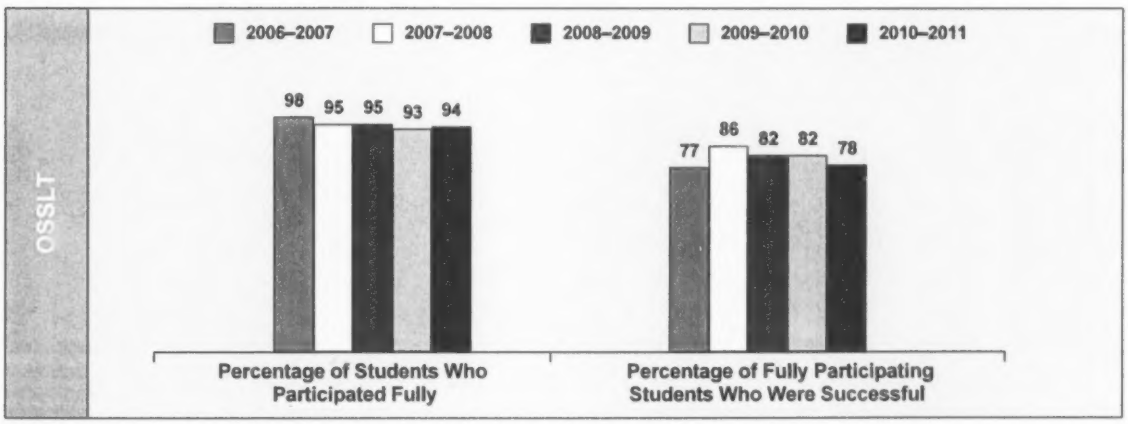
* Percentages are based on the number of students who participated fully.
† Excluding gifted for OSSLT.

Number of Students	2006–2007	2007–2008	2008–2009	2009–2010	2010–2011
Academic mathematics	168	171	163	148	167
Applied mathematics	113	92	115	131	77
OSSLT: first-time eligible students who participated fully	287	259	273	250	260
OSSLT: first-time eligible fully participating students who were successful	220	222	223	205	202

PERCENTAGE OF ALL STUDENTS AT OR ABOVE THE PROVINCIAL STANDARD (LEVELS 3 AND 4) OVER TIME



PERCENTAGE FIRST-TIME ELIGIBLE STUDENTS PARTICIPATING FULLY AND PERCENTAGE SUCCESSFUL OVER TIME



Note: 2011 OSSLT results for previously eligible students: 58% participated fully and 44% of fully participating students were successful.

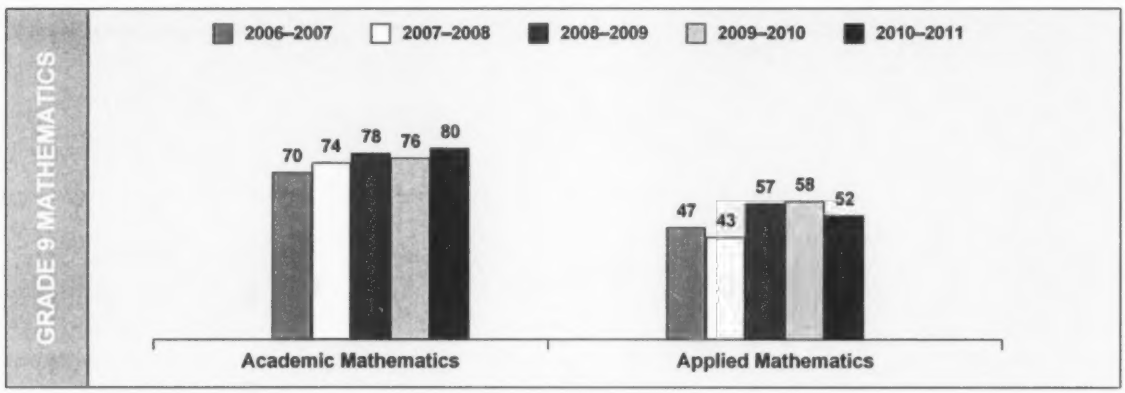
Board Name: Renfrew County DSB (66214)

DEMOGRAPHIC INFORMATION	Grade 9		OSSLT
	Academic	Applied	FTE
English language learners	0%	<1%	<1%
English language learners receiving special provisions*	0%	0%	<1%
Students with special education needs (excluding gifted)	5%	28%	22%
Students with special education needs receiving accommodations*†	4%	19%	17%
Speak only or mostly a language other than English at home	3%	4%	1%
Number of schools	7	7	8

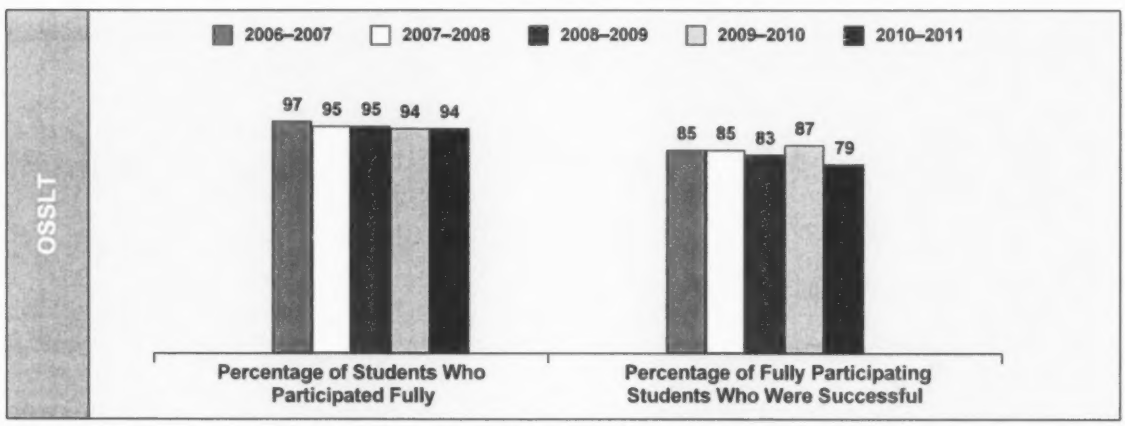
* Percentages are based on the number of students who participated fully.
† Excluding gifted for OSSLT.

Number of Students	2006–2007	2007–2008	2008–2009	2009–2010	2010–2011
Academic mathematics	608	511	533	514	429
Applied mathematics	327	349	304	319	350
OSSLT: first-time eligible students who participated fully	1 039	944	908	835	849
OSSLT: first-time eligible fully participating students who were successful	882	800	756	726	670

PERCENTAGE OF ALL STUDENTS AT OR ABOVE THE PROVINCIAL STANDARD (LEVELS 3 AND 4) OVER TIME



PERCENTAGE FIRST-TIME ELIGIBLE STUDENTS PARTICIPATING FULLY AND PERCENTAGE SUCCESSFUL OVER TIME



Note: 2011 OSSLT results for previously eligible students: 55% participated fully and 58% of fully participating students were successful.

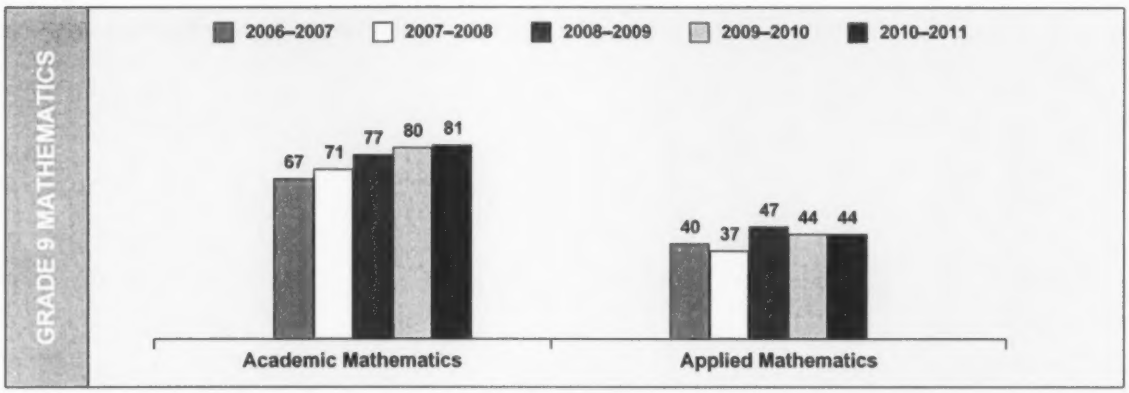
Board Name: Simcoe County DSB (66109)

DEMOGRAPHIC INFORMATION	Grade 9		OSSLT
	Academic	Applied	FTE
English language learners	<1%	<1%	<1%
English language learners receiving special provisions*	<1%	<1%	<1%
Students with special education needs (excluding gifted)	5%	31%	21%
Students with special education needs receiving accommodations*†	4%	26%	19%
Speak only or mostly a language other than English at home	3%	3%	1%
Number of schools	*16*	*16*	*17*

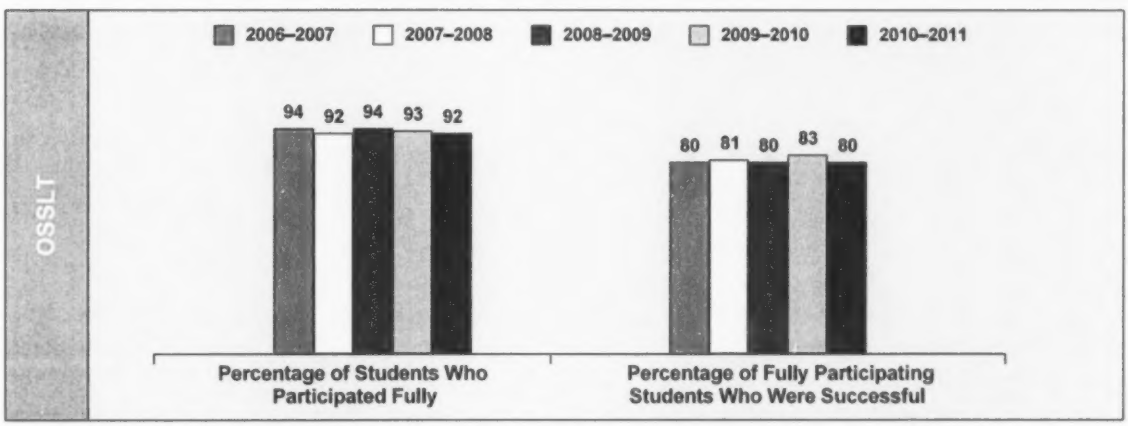
* Percentages are based on the number of students who participated fully.
† Excluding gifted for OSSLT.

Number of Students	2006–2007	2007–2008	2008–2009	2009–2010	2010–2011
Academic mathematics	2 408	2 277	2 294	2 210	2 164
Applied mathematics	1 842	1 776	1 786	1 701	1 532
OSSLT: first-time eligible students who participated fully	4 360	4 283	4 087	4 040	3 832
OSSLT: first-time eligible fully participating students who were successful	3 505	3 479	3 266	3 345	3 057

PERCENTAGE OF ALL STUDENTS AT OR ABOVE THE PROVINCIAL STANDARD (LEVELS 3 AND 4) OVER TIME



PERCENTAGE FIRST-TIME ELIGIBLE STUDENTS PARTICIPATING FULLY AND PERCENTAGE SUCCESSFUL OVER TIME



Note: 2011 OSSLT results for previously eligible students: 38% participated fully and 53% of fully participating students were successful.

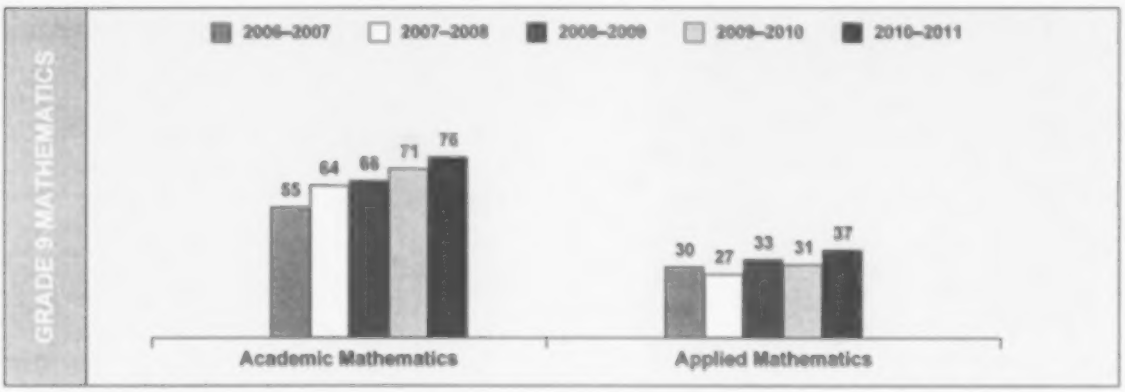
Board Name: Simcoe Muskoka Catholic DSB (67091)

DEMOGRAPHIC INFORMATION	Grade 9		OSSLT
	Academic	Applied	FTE
English language learners	0%	<1%	<1%
English language learners receiving special provisions*	0%	0%	<1%
Students with special education needs (excluding gifted)	4%	37%	16%
Students with special education needs receiving accommodations*†	1%	17%	14%
Speak only or mostly a language other than English at home	4%	5%	2%
Number of schools	9	9	9

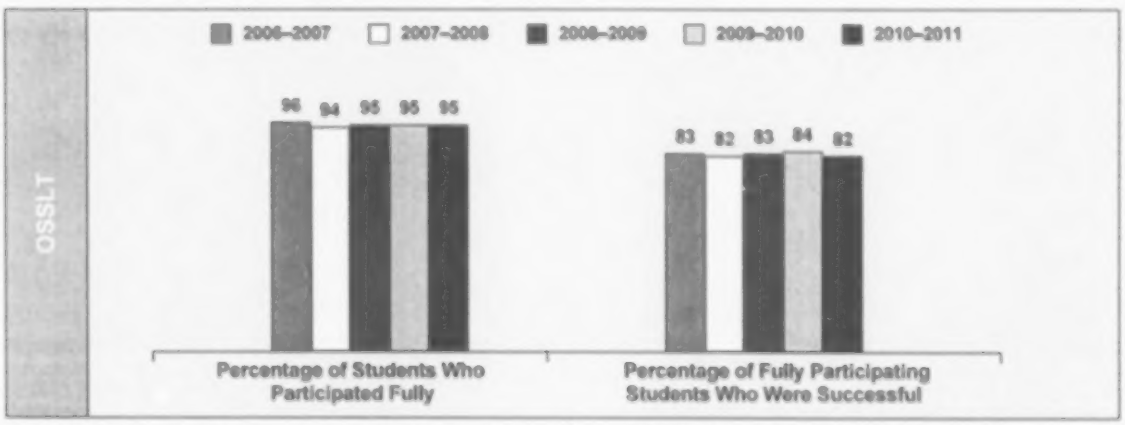
* Percentages are based on the number of students who participated fully.
† Excluding gifted for OSSLT.

Number of Students	2006–2007	2007–2008	2008–2009	2009–2010	2010–2011
Academic mathematics	1 319	1 291	1 196	1 312	1 277
Applied mathematics	623	652	558	563	616
OSSLT: first-time eligible students who participated fully	1 761	1 930	1 912	1 755	1 858
OSSLT: first-time eligible fully participating students who were successful	1 460	1 580	1 586	1 469	1 530

PERCENTAGE OF ALL STUDENTS AT OR ABOVE THE PROVINCIAL STANDARD (LEVELS 3 AND 4) OVER TIME



PERCENTAGE FIRST-TIME ELIGIBLE STUDENTS PARTICIPATING FULLY AND PERCENTAGE SUCCESSFUL OVER TIME



Note: 2011 OSSLT results for previously eligible students: 59% participated fully and 54% of fully participating students were successful.

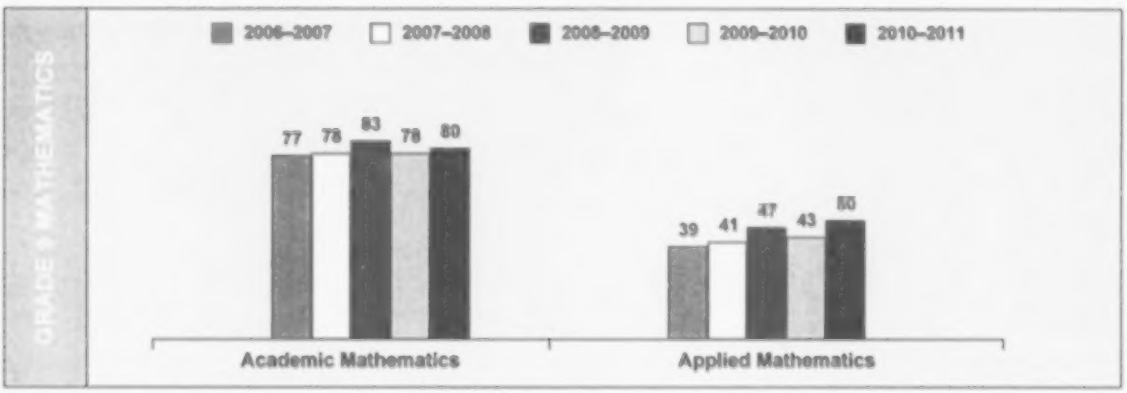
Board Name: St. Clair Catholic District School Board (67040)

DEMOGRAPHIC INFORMATION	Grade 9		OSSLT
	Academic	Applied	FTE
English language learners	0%	0%	<1%
English language learners receiving special provisions*	0%	0%	<1%
Students with special education needs (excluding gifted)	6%	44%	22%
Students with special education needs receiving accommodations* †	5%	44%	21%
Speak only or mostly a language other than English at home	3%	2%	2%
Number of schools	3	3	3

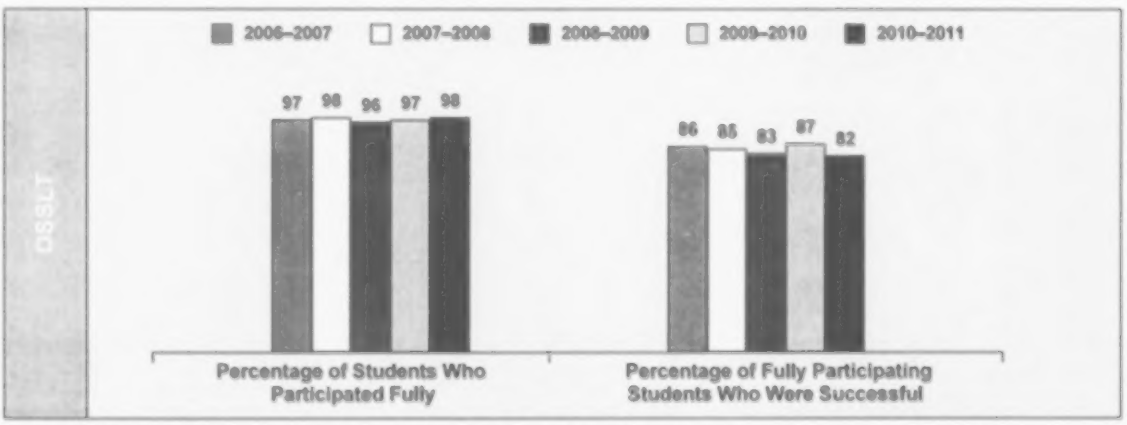
* Percentages are based on the number of students who participated fully.
† Excluding gifted for OSSLT.

Number of Students	2006–2007	2007–2008	2008–2009	2009–2010	2010–2011
Academic mathematics	425	393	442	445	417
Applied mathematics	277	282	252	235	227
OSSLT: first-time eligible students who participated fully	763	702	667	709	684
OSSLT: first-time eligible fully participating students who were successful	655	596	552	620	562

PERCENTAGE OF ALL STUDENTS AT OR ABOVE THE PROVINCIAL STANDARD (LEVELS 3 AND 4) OVER TIME



PERCENTAGE FIRST-TIME ELIGIBLE STUDENTS PARTICIPATING FULLY AND PERCENTAGE SUCCESSFUL OVER TIME



Note: 2011 OSSLT results for previously eligible students: 47% participated fully and 62% of fully participating students were successful.

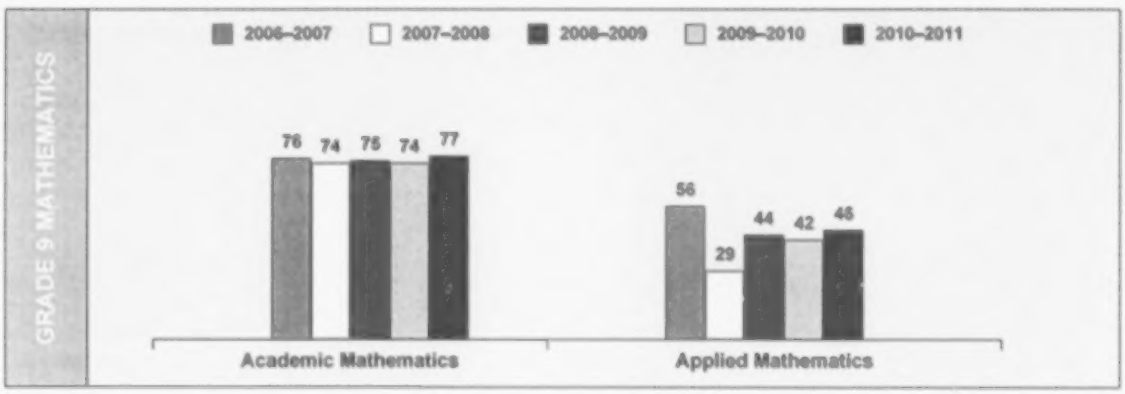
Board Name: Sudbury Catholic DSB (29033)

DEMOGRAPHIC INFORMATION	Grade 9		OSSLT
	Academic	Applied	FTE
English language learners	0%	0%	0%
English language learners receiving special provisions*	0%	0%	0%
Students with special education needs (excluding gifted)	7%	29%	18%
Students with special education needs receiving accommodations*†	6%	25%	13%
Speak only or mostly a language other than English at home	3%	6%	<1%
Number of schools	4	4	4

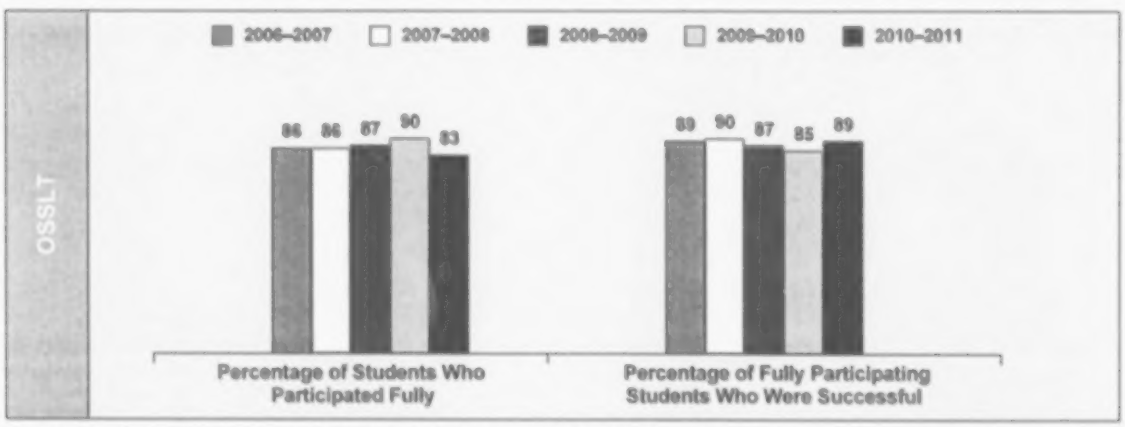
* Percentages are based on the number of students who participated fully.
† Excluding gifted for OSSLT.

Number of Students	2006–2007	2007–2008	2008–2009	2009–2010	2010–2011
Academic mathematics	353	362	369	347	356
Applied mathematics	131	140	188	144	163
OSSLT: first-time eligible students who participated fully	396	416	421	472	410
OSSLT: first-time eligible fully participating students who were successful	354	373	365	399	364

PERCENTAGE OF ALL STUDENTS AT OR ABOVE THE PROVINCIAL STANDARD (LEVELS 3 AND 4) OVER TIME



PERCENTAGE FIRST-TIME ELIGIBLE STUDENTS PARTICIPATING FULLY AND PERCENTAGE SUCCESSFUL OVER TIME



Note: 2011 OSSLT results for previously eligible students: 45% participated fully and 65% of fully participating students were successful.

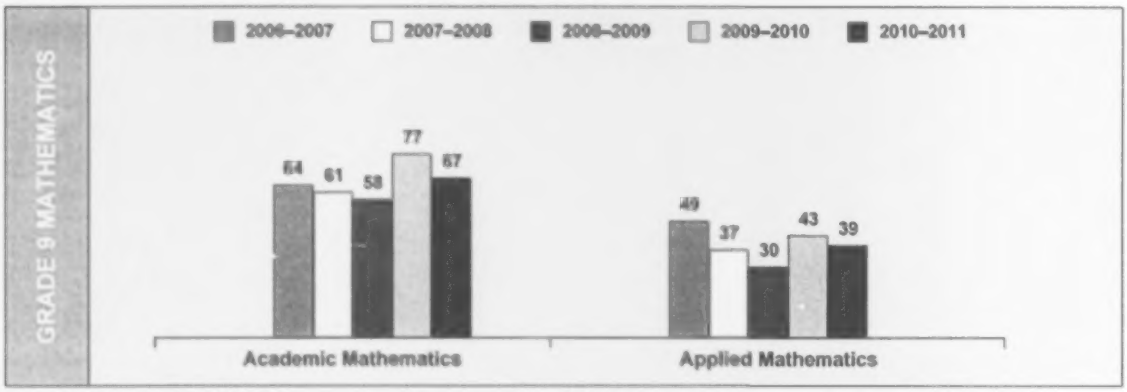
Board Name: Superior-Greenstone DSB (28070)

DEMOGRAPHIC INFORMATION	Grade 9		OSSLT
	Academic	Applied	FTE
English language learners	0%	0%	<1%
English language learners receiving special provisions*	0%	0%	1%
Students with special education needs (excluding gifted)	6%	27%	23%
Students with special education needs receiving accommodations* †	1%	16%	16%
Speak only or mostly a language other than English at home	1%	3%	1%
Number of schools	5	5	5

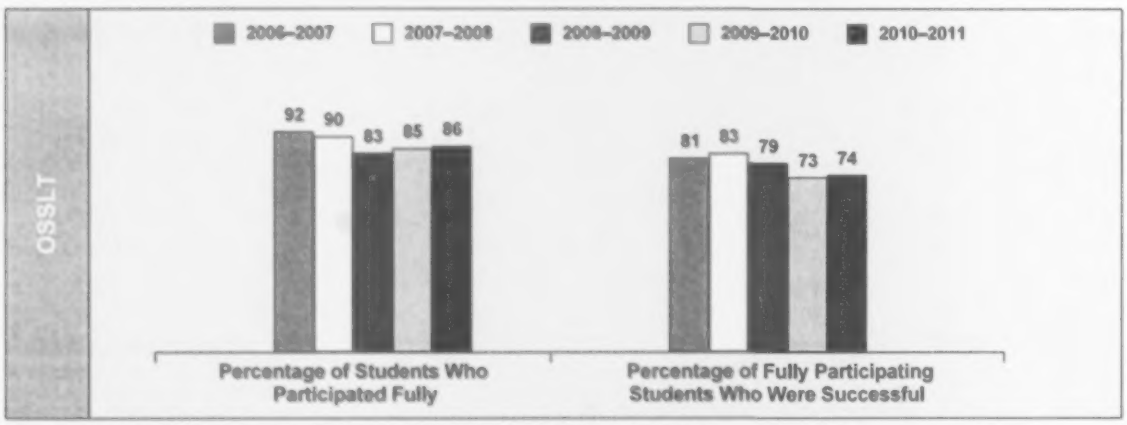
* Percentages are based on the number of students who participated fully.
† Excluding gifted for OSSLT.

Number of Students	2006–2007	2007–2008	2008–2009	2009–2010	2010–2011
Academic mathematics	132	115	106	104	100
Applied mathematics	134	114	122	118	82
OSSLT: first-time eligible students who participated fully	249	257	196	195	180
OSSLT: first-time eligible fully participating students who were successful	201	213	154	143	133

PERCENTAGE OF ALL STUDENTS AT OR ABOVE THE PROVINCIAL STANDARD (LEVELS 3 AND 4) OVER TIME



PERCENTAGE FIRST-TIME ELIGIBLE STUDENTS PARTICIPATING FULLY AND PERCENTAGE SUCCESSFUL OVER TIME



Note: 2011 OSSLT results for previously eligible students: 52% participated fully and 45% of fully participating students were successful.

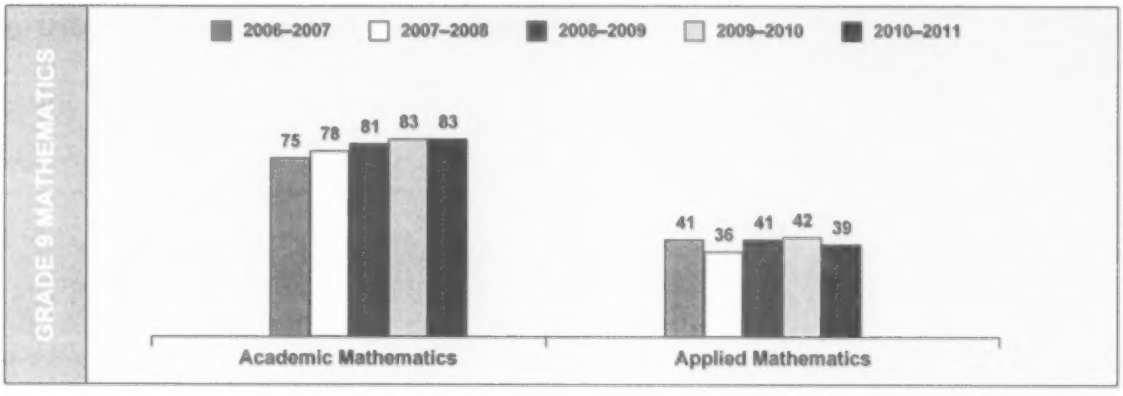
Board Name: Thames Valley District School Board (66044)

DEMOGRAPHIC INFORMATION	Grade 9		OSSLT
	Academic	Applied	FTE
English language learners	3%	3%	2%
English language learners receiving special provisions*	1%	2%	1%
Students with special education needs (excluding gifted)	4%	25%	17%
Students with special education needs receiving accommodations*†	2%	13%	13%
Speak only or mostly a language other than English at home	5%	4%	3%
Number of schools	27	27	29

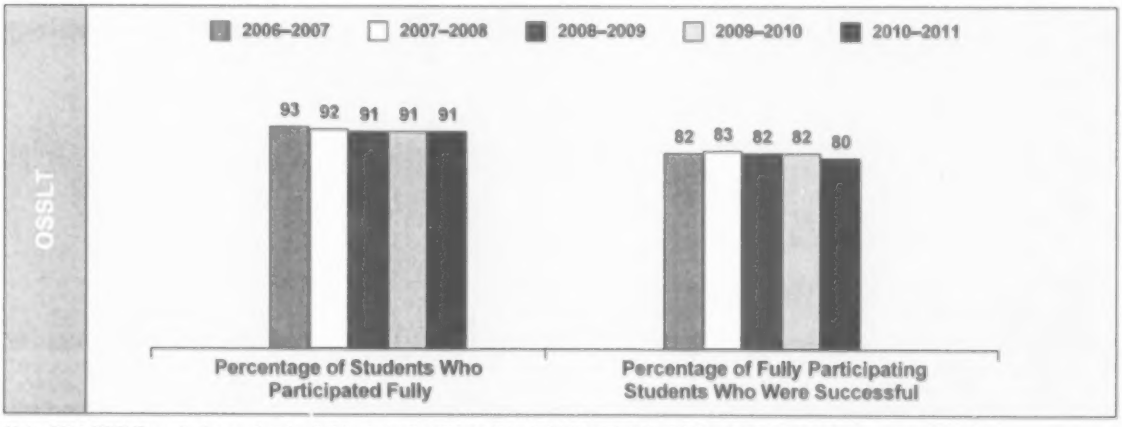
* Percentages are based on the number of students who participated fully.
† Excluding gifted for OSSLT.

Number of Students	2006–2007	2007–2008	2008–2009	2009–2010	2010–2011
Academic mathematics	3 572	3 359	3 381	3 412	3 287
Applied mathematics	2 319	2 180	2 265	2 121	1 974
OSSLT: first-time eligible students who participated fully	5 674	5 537	5 294	5 298	5 265
OSSLT: first-time eligible fully participating students who were successful	4 665	4 604	4 338	4 318	4 200

PERCENTAGE OF ALL STUDENTS AT OR ABOVE THE PROVINCIAL STANDARD (LEVELS 3 AND 4) OVER TIME



PERCENTAGE FIRST-TIME ELIGIBLE STUDENTS PARTICIPATING FULLY AND PERCENTAGE SUCCESSFUL OVER TIME



Note: 2011 OSSLT results for previously eligible students: 48% participated fully and 44% of fully participating students were successful.

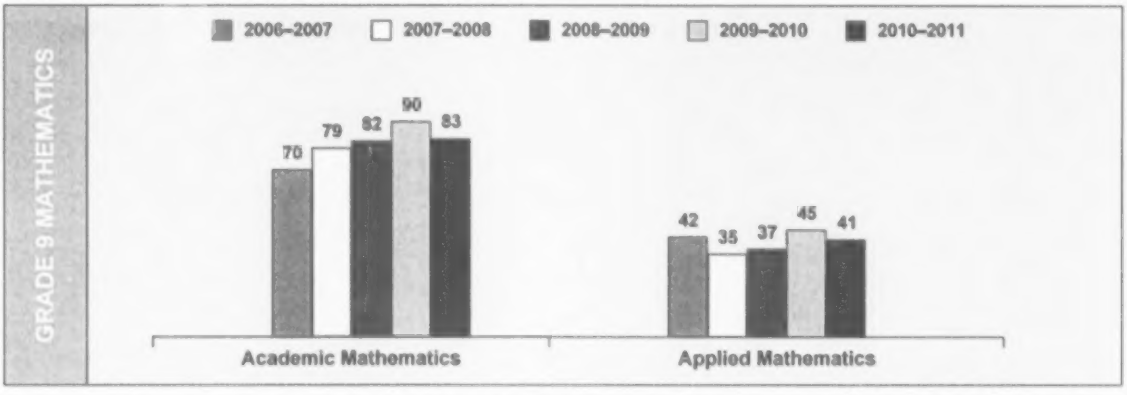
Board Name: Thunder Bay Catholic DSB (29068)

DEMOGRAPHIC INFORMATION	Grade 9		OSSLT
	Academic	Applied	FTE
English language learners	1%	2%	<1%
English language learners receiving special provisions*	0%	0%	0%
Students with special education needs (excluding gifted)	3%	18%	14%
Students with special education needs receiving accommodations*†	2%	13%	7%
Speak only or mostly a language other than English at home	3%	1%	1%
Number of schools	2	2	2

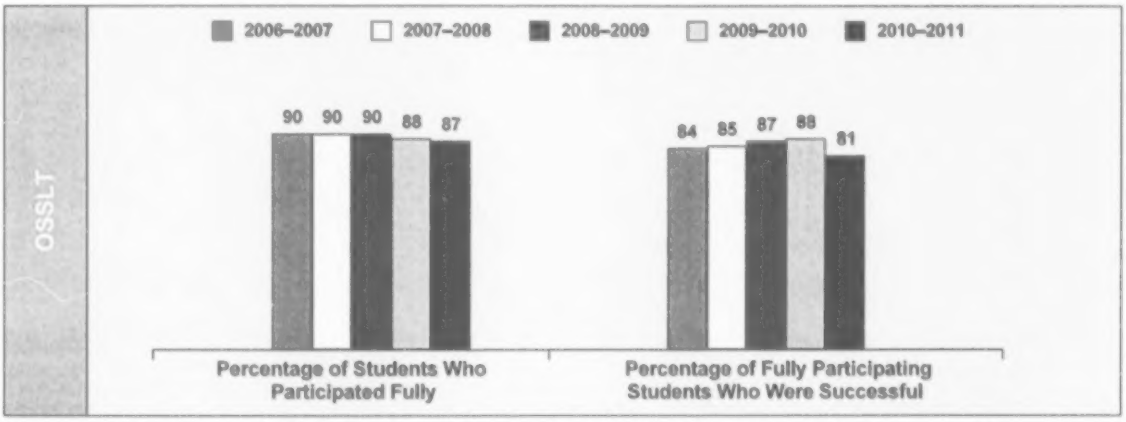
* Percentages are based on the number of students who participated fully.
† Excluding gifted for OSSLT.

Number of Students	2006–2007	2007–2008	2008–2009	2009–2010	2010–2011
Academic mathematics	426	346	372	353	381
Applied mathematics	220	205	245	258	232
OSSLT: first-time eligible students who participated fully	529	591	505	549	549
OSSLT: first-time eligible fully participating students who were successful	446	505	438	482	442

PERCENTAGE OF ALL STUDENTS AT OR ABOVE THE PROVINCIAL STANDARD (LEVELS 3 AND 4) OVER TIME



PERCENTAGE FIRST-TIME ELIGIBLE STUDENTS PARTICIPATING FULLY AND PERCENTAGE SUCCESSFUL OVER TIME



Note: 2011 OSSLT results for previously eligible students: 45% participated fully and 43% of fully participating students were successful.

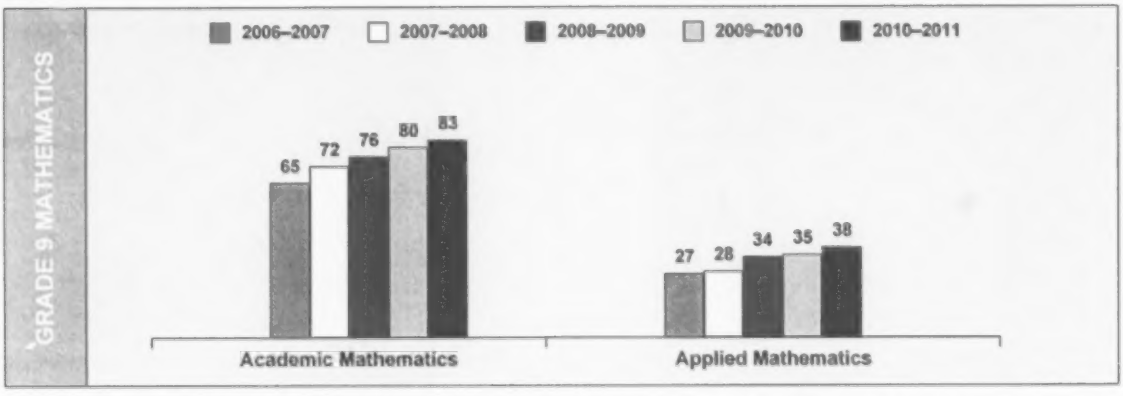
Board Name: Toronto Catholic District School Board (67059)

DEMOGRAPHIC INFORMATION	Grade 9		OSSLT
	Academic	Applied	FTE
English language learners	9%	15%	11%
English language learners receiving special provisions*	4%	10%	7%
Students with special education needs (excluding gifted)	4%	32%	16%
Students with special education needs receiving accommodations* †	4%	31%	15%
Speak only or mostly a language other than English at home	13%	17%	11%
Number of schools	32	32	36

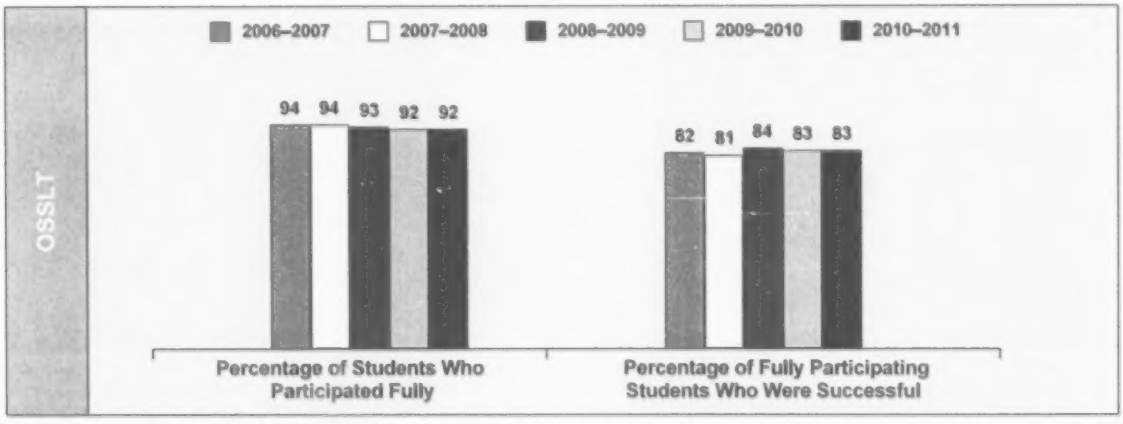
* Percentages are based on the number of students who participated fully.
† Excluding gifted for OSSLT.

Number of Students	2006–2007	2007–2008	2008–2009	2009–2010	2010–2011
Academic mathematics	4 591	4 633	4 652	4 814	4 521
Applied mathematics	2 249	2 351	2 533	2 498	2 307
OSSLT: first-time eligible students who participated fully	6 415	6 472	6 593	6 668	6 819
OSSLT: first-time eligible fully participating students who were successful	5 250	5 265	5 551	5 507	5 671

PERCENTAGE OF ALL STUDENTS AT OR ABOVE THE PROVINCIAL STANDARD (LEVELS 3 AND 4) OVER TIME



PERCENTAGE FIRST-TIME ELIGIBLE STUDENTS PARTICIPATING FULLY AND PERCENTAGE SUCCESSFUL OVER TIME



Note: 2011 OSSLT results for previously eligible students: 53% participated fully and 49% of fully participating students were successful.

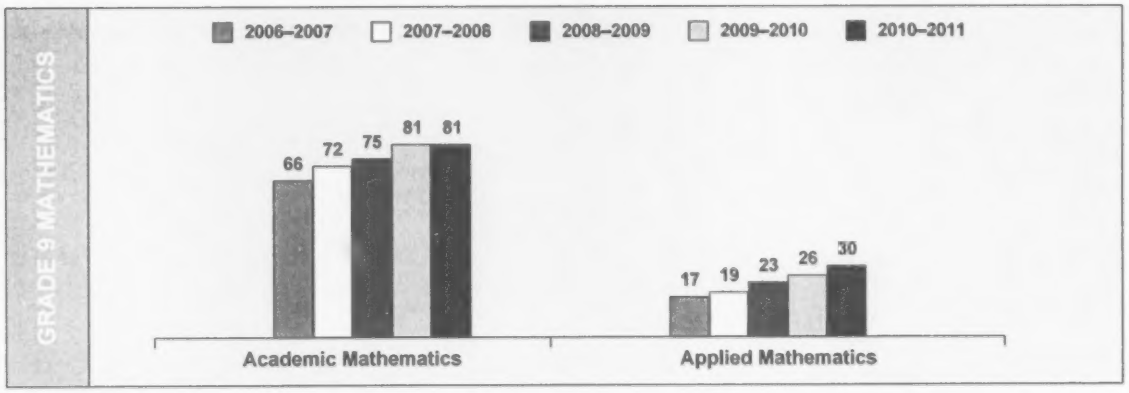
Board Name: Toronto DSB (66052)

DEMOGRAPHIC INFORMATION	Grade 9		OSSLT
	Academic	Applied	FTE
English language learners	7%	17%	9%
English language learners receiving special provisions*	3%	8%	3%
Students with special education needs (excluding gifted)	5%	35%	16%
Students with special education needs receiving accommodations*†	3%	23%	12%
Speak only or mostly a language other than English at home	17%	15%	15%
Number of schools	*83*	*86*	*104*

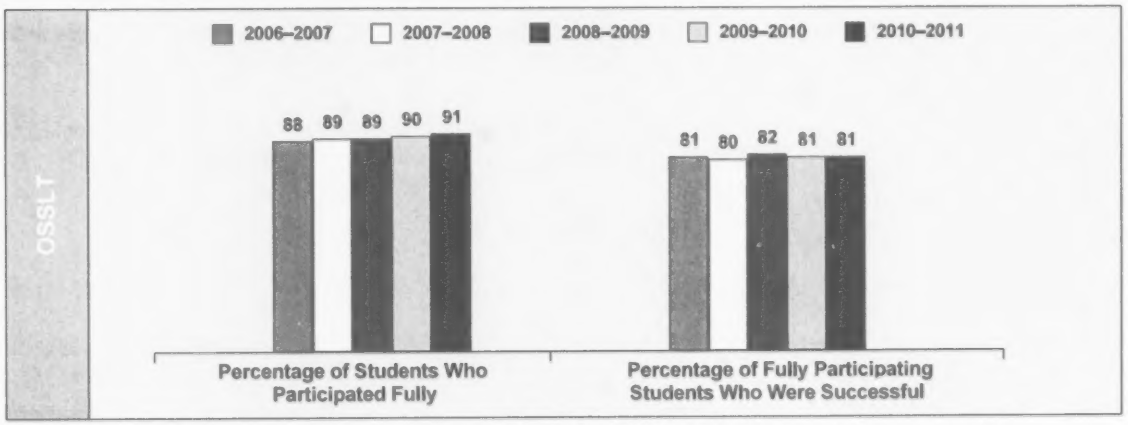
* Percentages are based on the number of students who participated fully.
† Excluding gifted for OSSLT.

Number of Students	2006–2007	2007–2008	2008–2009	2009–2010	2010–2011
Academic mathematics	13 528	13 329	13 279	13 239	13 034
Applied mathematics	6 228	5 894	6 356	6 175	5 756
OSSLT: first-time eligible students who participated fully	17 191	16 918	16 985	16 870	17 204
OSSLT: first-time eligible fully participating students who were successful	13 893	13 612	13 924	13 616	14 021

PERCENTAGE OF ALL STUDENTS AT OR ABOVE THE PROVINCIAL STANDARD (LEVELS 3 AND 4) OVER TIME



PERCENTAGE FIRST-TIME ELIGIBLE STUDENTS PARTICIPATING FULLY AND PERCENTAGE SUCCESSFUL OVER TIME



Note: 2011 OSSLT results for previously eligible students: 55% participated fully and 45% of fully participating students were successful.

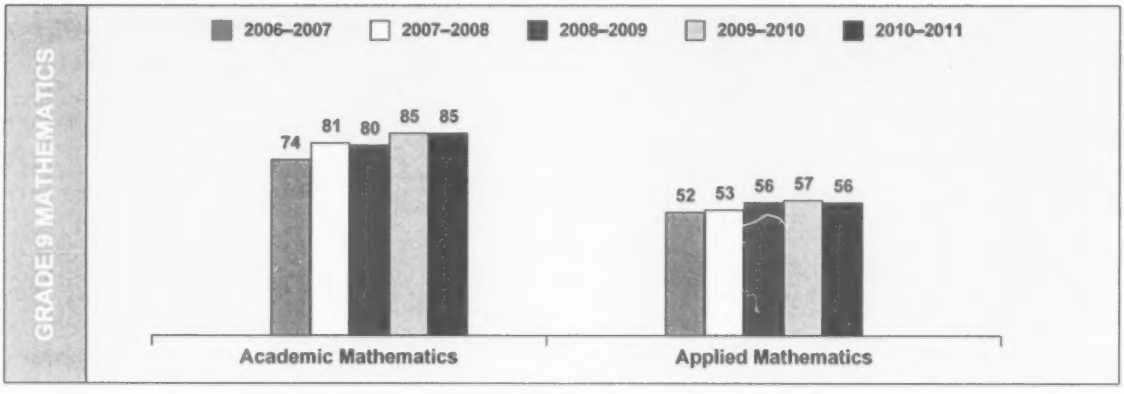
Board Name: Trillium Lakelands DSB (66087)

DEMOGRAPHIC INFORMATION	Grade 9		OSSLT
	Academic	Applied	FTE
English language learners	<1%	0%	<1%
English language learners receiving special provisions*	0%	0%	0%
Students with special education needs (excluding gifted)	7%	34%	22%
Students with special education needs receiving accommodations*†	6%	32%	19%
Speak only or mostly a language other than English at home	2%	3%	1%
Number of schools	7	7	8

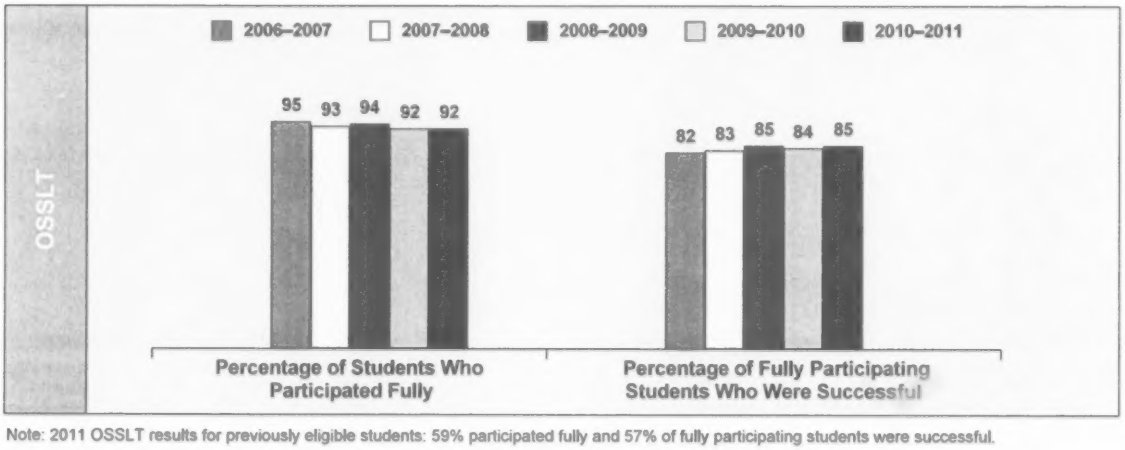
* Percentages are based on the number of students who participated fully.
† Excluding gifted for OSSLT.

Number of Students	2006–2007	2007–2008	2008–2009	2009–2010	2010–2011
Academic mathematics	831	815	797	880	783
Applied mathematics	599	601	565	529	463
OSSLT: first-time eligible students who participated fully	1 362	1 422	1 343	1 344	1 355
OSSLT: first-time eligible fully participating students who were successful	1 113	1 179	1 148	1 135	1 145

PERCENTAGE OF ALL STUDENTS AT OR ABOVE THE PROVINCIAL STANDARD (LEVELS 3 AND 4) OVER TIME



PERCENTAGE FIRST-TIME ELIGIBLE STUDENTS PARTICIPATING FULLY AND PERCENTAGE SUCCESSFUL OVER TIME



Note: 2011 OSSLT results for previously eligible students: 59% participated fully and 57% of fully participating students were successful.

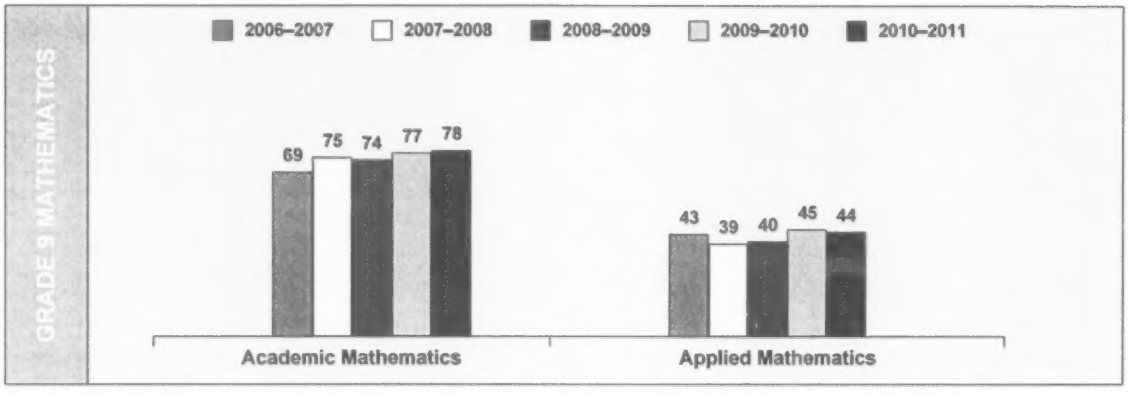
Board Name: Upper Canada DSB (66192)

DEMOGRAPHIC INFORMATION	Grade 9		OSSLT
	Academic	Applied	FTE
English language learners	2%	<1%	2%
English language learners receiving special provisions*	2%	<1%	2%
Students with special education needs (excluding gifted)	10%	41%	30%
Students with special education needs receiving accommodations* †	7%	31%	26%
Speak only or mostly a language other than English at home	3%	2%	2%
Number of schools	22	22	24

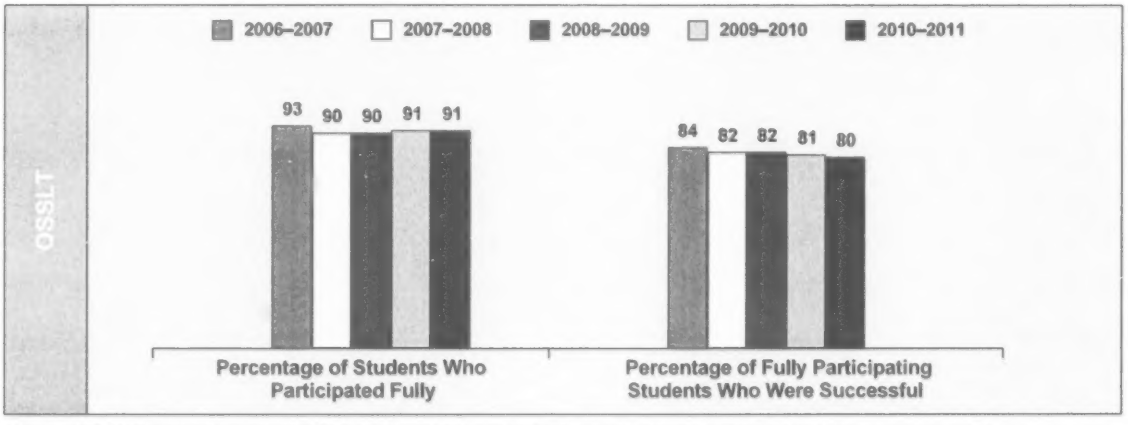
* Percentages are based on the number of students who participated fully.
† Excluding gifted for OSSLT.

Number of Students	2006–2007	2007–2008	2008–2009	2009–2010	2010–2011
Academic mathematics	1 625	1 469	1 307	1 341	1 262
Applied mathematics	1 135	1 012	1 025	884	777
OSSLT: first-time eligible students who participated fully	2 892	2 831	2 558	2 439	2 330
OSSLT: first-time eligible fully participating students who were successful	2 419	2 330	2 100	1 974	1 855

PERCENTAGE OF ALL STUDENTS AT OR ABOVE THE PROVINCIAL STANDARD (LEVELS 3 AND 4) OVER TIME



PERCENTAGE FIRST-TIME ELIGIBLE STUDENTS PARTICIPATING FULLY AND PERCENTAGE SUCCESSFUL OVER TIME



Note: 2011 OSSLT results for previously eligible students: 45% participated fully and 44% of fully participating students were successful.

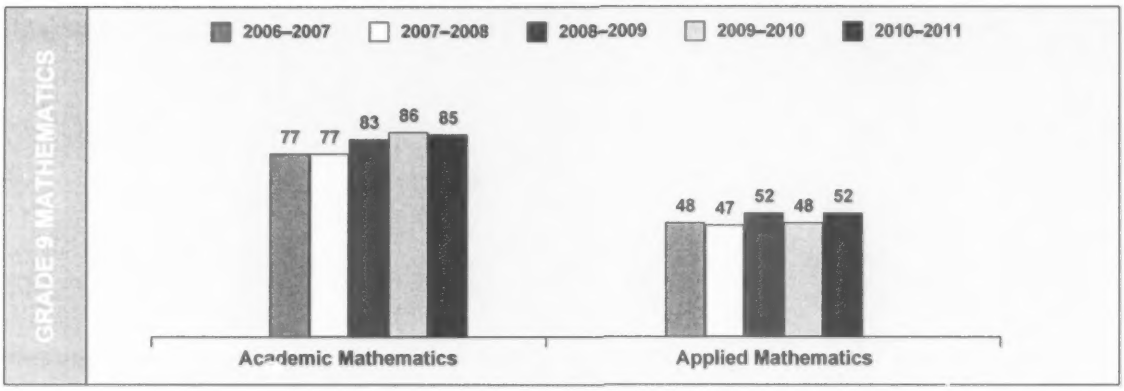
Board Name: Upper Grand DSB (66117)

DEMOGRAPHIC INFORMATION	Grade 9		OSSLT
	Academic	Applied	FTE
English language learners	<1%	2%	1%
English language learners receiving special provisions*	<1%	2%	1%
Students with special education needs (excluding gifted)	5%	29%	16%
Students with special education needs receiving accommodations*†	3%	20%	13%
Speak only or mostly a language other than English at home	4%	5%	3%
Number of schools	*10*	*11*	*12*

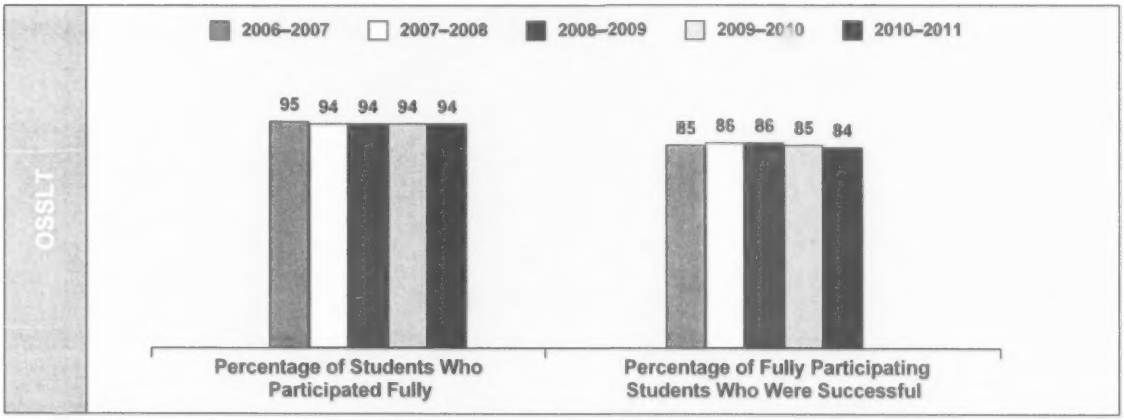
* Percentages are based on the number of students who participated fully.
† Excluding gifted for OSSLT.

Number of Students	2006–2007	2007–2008	2008–2009	2009–2010	2010–2011
Academic mathematics	1 757	1 670	1 665	1 656	1 660
Applied mathematics	954	868	906	898	822
OSSLT: first-time eligible students who participated fully	2 748	2 610	2 489	2 529	2 552
OSSLT: first-time eligible fully participating students who were successful	2 349	2 244	2 149	2 160	2 133

PERCENTAGE OF ALL STUDENTS AT OR ABOVE THE PROVINCIAL STANDARD (LEVELS 3 AND 4) OVER TIME



PERCENTAGE FIRST-TIME ELIGIBLE STUDENTS PARTICIPATING FULLY AND PERCENTAGE SUCCESSFUL OVER TIME



Note: 2011 OSSLT results for previously eligible students: 58% participated fully and 51% of fully participating students were successful.

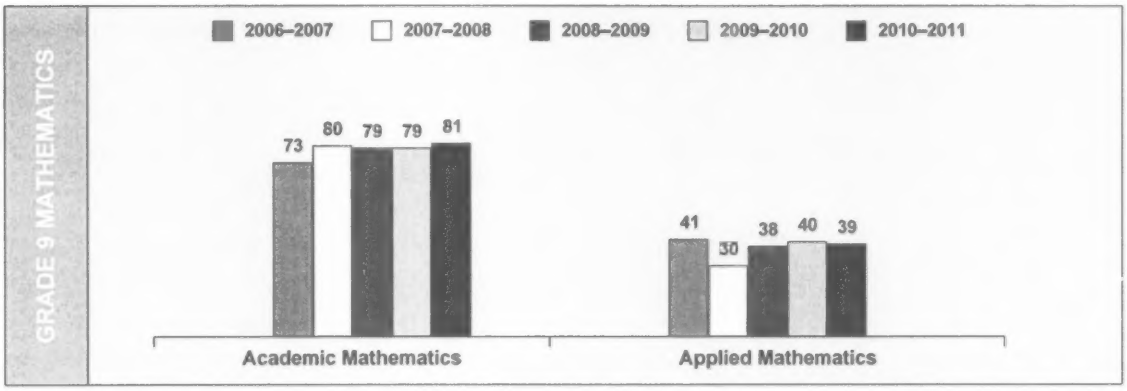
Board Name: Waterloo Catholic DSB (67148)

DEMOGRAPHIC INFORMATION	Grade 9		OSSLT
	Academic	Applied	FTE
English language learners	4%	10%	2%
English language learners receiving special provisions*	2%	9%	<1%
Students with special education needs (excluding gifted)	9%	47%	24%
Students with special education needs receiving accommodations* †	6%	35%	18%
Speak only or mostly a language other than English at home	8%	8%	6%
Number of schools	5	5	5

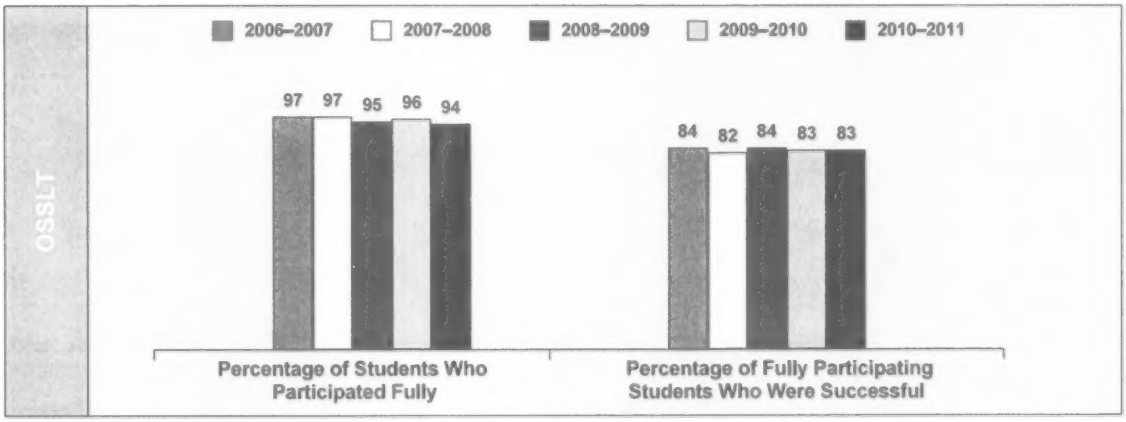
* Percentages are based on the number of students who participated fully.
† Excluding gifted for OSSLT.

Number of Students	2006–2007	2007–2008	2008–2009	2009–2010	2010–2011
Academic mathematics	1 200	1 204	1 164	1 098	1 128
Applied mathematics	587	602	602	538	513
OSSLT: first-time eligible students who participated fully	1 783	1 773	1 732	1 689	1 542
OSSLT: first-time eligible fully participating students who were successful	1 501	1 453	1 452	1 396	1 283

PERCENTAGE OF ALL STUDENTS AT OR ABOVE THE PROVINCIAL STANDARD (LEVELS 3 AND 4) OVER TIME



PERCENTAGE FIRST-TIME ELIGIBLE STUDENTS PARTICIPATING FULLY AND PERCENTAGE SUCCESSFUL OVER TIME



Note: 2011 OSSLT results for previously eligible students: 58% participated fully and 52% of fully participating students were successful.

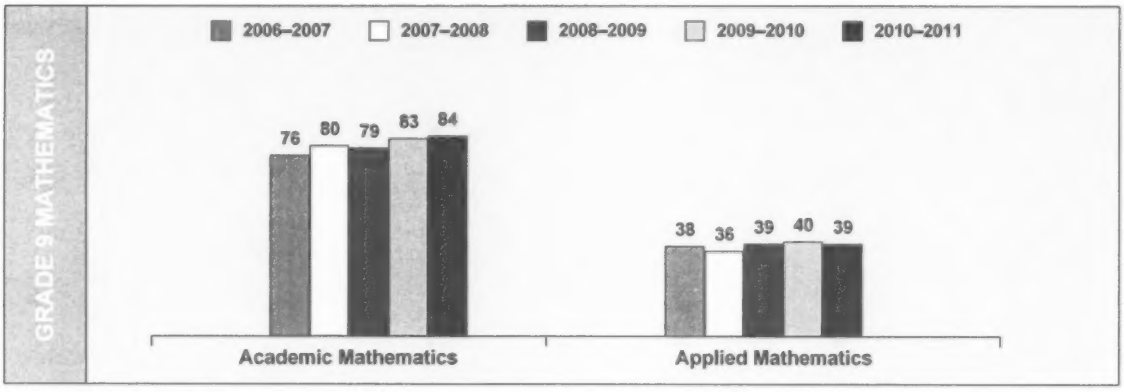
Board Name: Waterloo Region DSB (66176)

DEMOGRAPHIC INFORMATION	Grade 9		OSSLT
	Academic	Applied	FTE
English language learners	6%	9%	6%
English language learners receiving special provisions*	1%	3%	2%
Students with special education needs (excluding gifted)	7%	30%	17%
Students with special education needs receiving accommodations*†	3%	18%	14%
Speak only or mostly a language other than English at home	8%	8%	6%
Number of schools	*16*	*16*	*16*

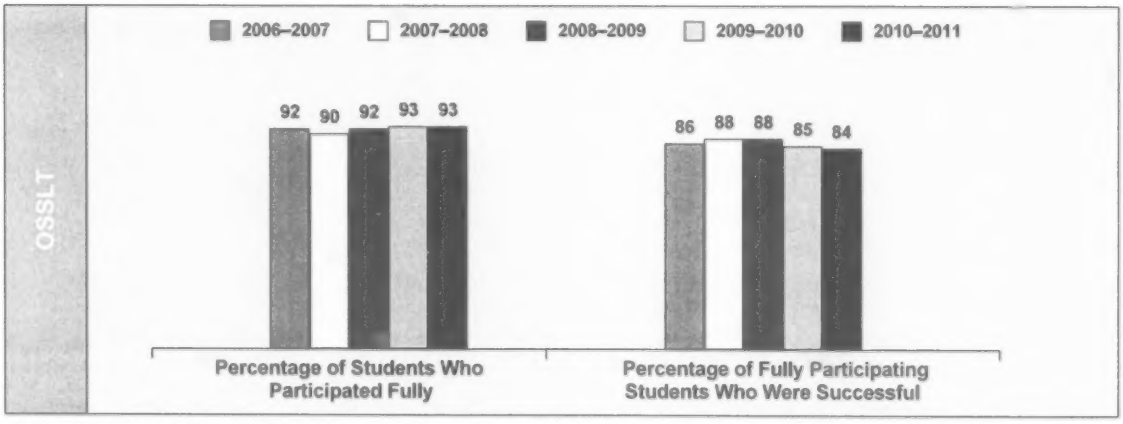
* Percentages are based on the number of students who participated fully.
† Excluding gifted for OSSLT.

Number of Students	2006–2007	2007–2008	2008–2009	2009–2010	2010–2011
Academic mathematics	3 057	3 057	3 131	3 184	3 194
Applied mathematics	1 497	1 422	1 480	1 483	1 421
OSSLT: first-time eligible students who participated fully	4 296	4 153	4 103	4 300	4 450
OSSLT: first-time eligible fully participating students who were successful	3 707	3 649	3 619	3 674	3 749

PERCENTAGE OF ALL STUDENTS AT OR ABOVE THE PROVINCIAL STANDARD (LEVELS 3 AND 4) OVER TIME



PERCENTAGE FIRST-TIME ELIGIBLE STUDENTS PARTICIPATING FULLY AND PERCENTAGE SUCCESSFUL OVER TIME



Note: 2011 OSSLT results for previously eligible students: 50% participated fully and 56% of fully participating students were successful.

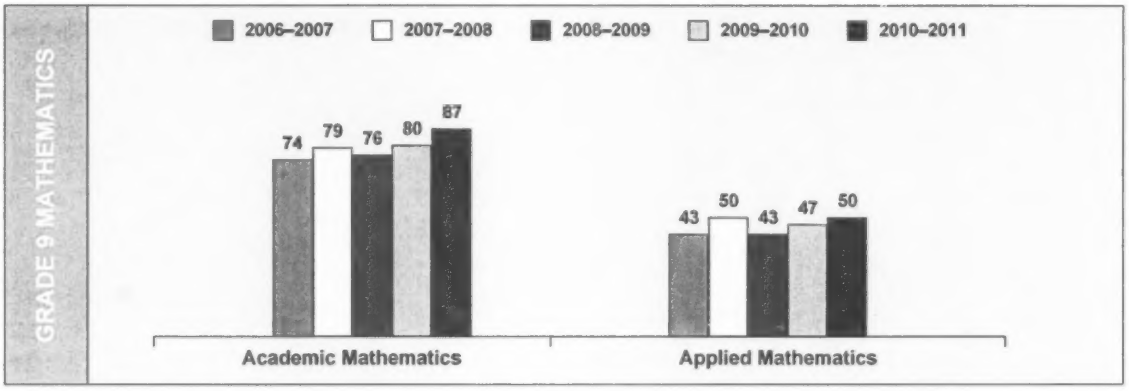
Board Name: Wellington Catholic DSB (67130)

DEMOGRAPHIC INFORMATION	Grade 9		OSSLT
	Academic	Applied	FTE
English language learners	1%	1%	<1%
English language learners receiving special provisions*	1%	1%	<1%
Students with special education needs (excluding gifted)	6%	50%	17%
Students with special education needs receiving accommodations* †	6%	51%	15%
Speak only or mostly a language other than English at home	6%	4%	5%
Number of schools	4	4	4

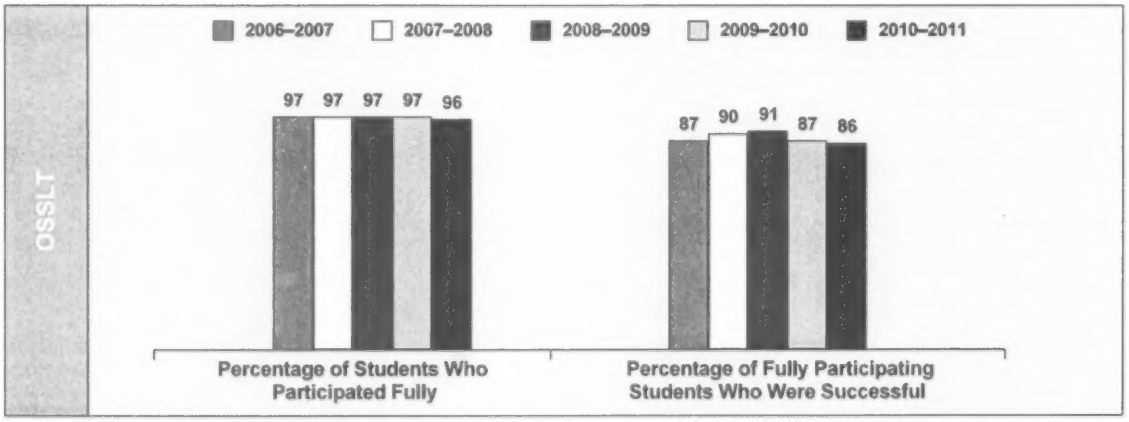
* Percentages are based on the number of students who participated fully.
† Excluding gifted for OSSLT.

Number of Students	2006–2007	2007–2008	2008–2009	2009–2010	2010–2011
Academic mathematics	503	449	466	484	481
Applied mathematics	123	171	151	154	143
OSSLT: first-time eligible students who participated fully	610	600	606	629	638
OSSLT: first-time eligible fully participating students who were successful	530	543	549	547	551

PERCENTAGE OF ALL STUDENTS AT OR ABOVE THE PROVINCIAL STANDARD (LEVELS 3 AND 4) OVER TIME



PERCENTAGE FIRST-TIME ELIGIBLE STUDENTS PARTICIPATING FULLY AND PERCENTAGE SUCCESSFUL OVER TIME



Note: 2011 OSSLT results for previously eligible students: 76% participated fully and 46% of fully participating students were successful.

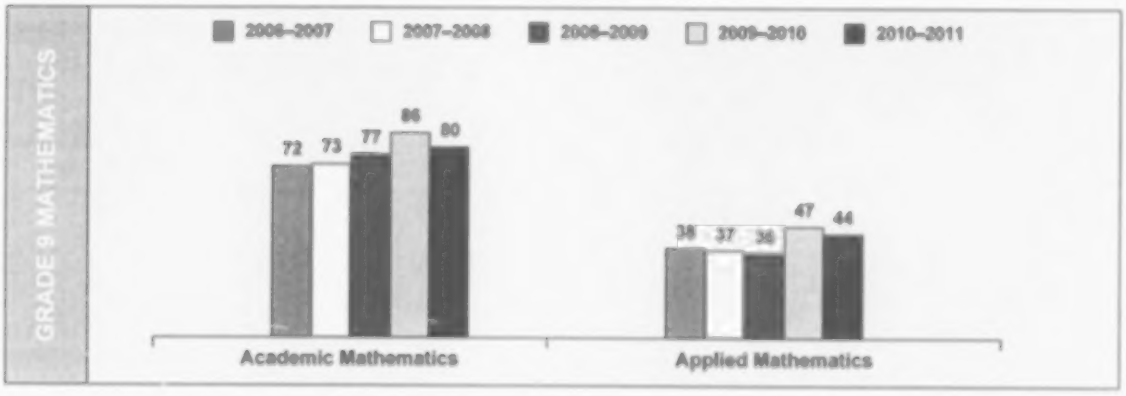
Board Name: Windsor-Essex Catholic DSB (67024)

DEMOGRAPHIC INFORMATION	Grade 9		OSSLT
	Academic	Applied	FTE
English language learners	3%	7%	5%
English language learners receiving special provisions*	1%	5%	1%
Students with special education needs (excluding gifted)	2%	29%	15%
Students with special education needs receiving accommodations*†	2%	23%	10%
Speak only or mostly a language other than English at home	7%	7%	4%
Number of schools	8	8	9

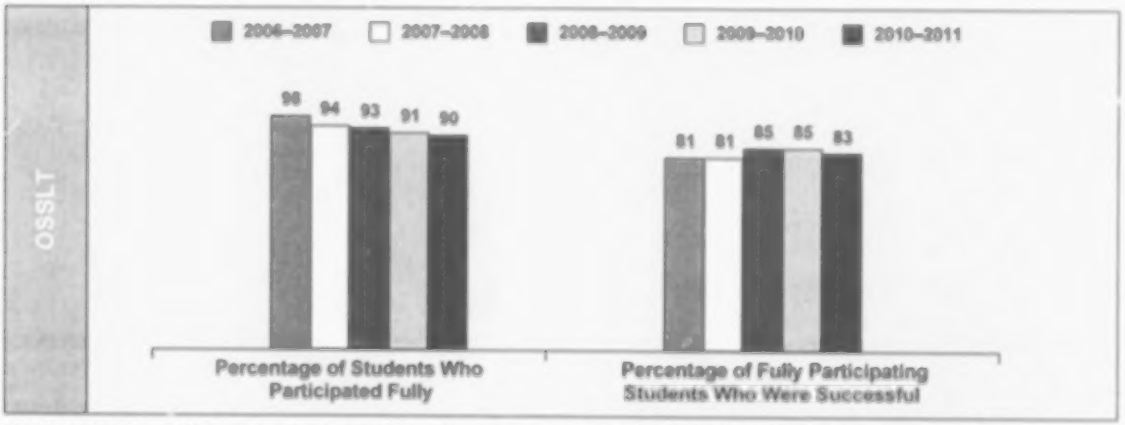
* Percentages are based on the number of students who participated fully.
† Excluding gifted for OSSLT.

Number of Students	2006–2007	2007–2008	2008–2009	2009–2010	2010–2011
Academic mathematics	1 303	1 350	1 290	1 278	1 249
Applied mathematics	695	698	719	671	618
OSSLT: first-time eligible students who participated fully	1 987	1 985	1 883	1 847	1 858
OSSLT: first-time eligible fully participating students who were successful	1 616	1 603	1 595	1 577	1 537

PERCENTAGE OF ALL STUDENTS AT OR ABOVE THE PROVINCIAL STANDARD (LEVELS 3 AND 4) OVER TIME



PERCENTAGE FIRST-TIME ELIGIBLE STUDENTS PARTICIPATING FULLY AND PERCENTAGE SUCCESSFUL OVER TIME



Note: 2011 OSSLT results for previously eligible students: 68% participated fully and 47% of fully participating students were successful.

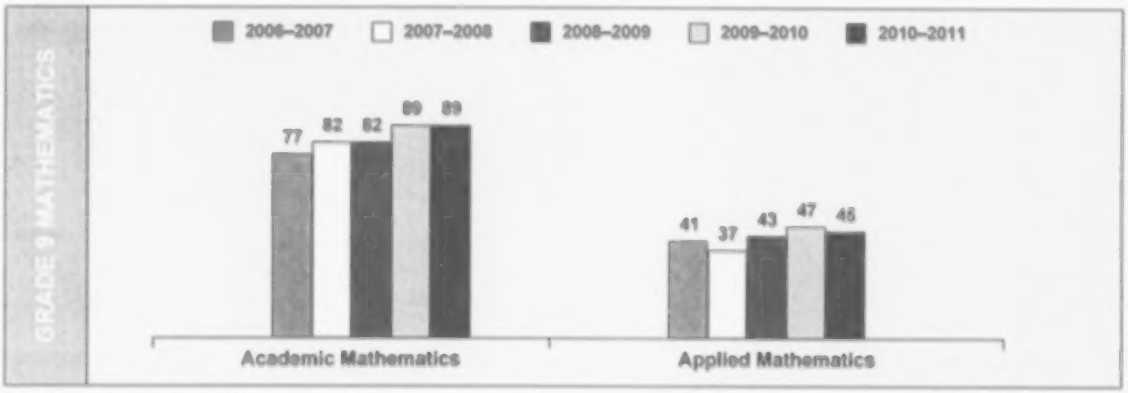
Board Name: York Catholic DSB (67075)

DEMOGRAPHIC INFORMATION	Grade 9		OSSLT
	Academic	Applied	FTE
English language learners	1%	2%	2%
English language learners receiving special provisions*	1%	2%	1%
Students with special education needs (excluding gifted)	5%	43%	14%
Students with special education needs receiving accommodations*†	4%	41%	12%
Speak only or mostly a language other than English at home	10%	9%	6%
Number of schools	18	18	18

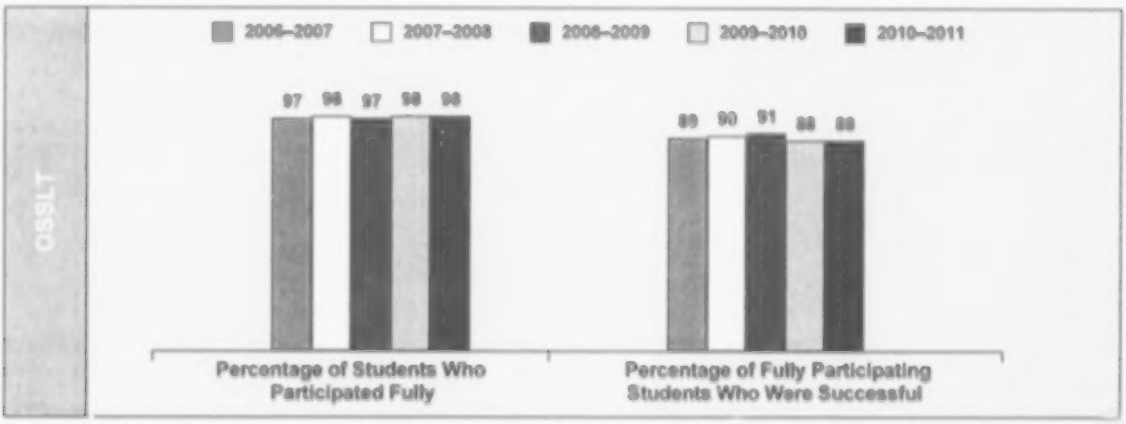
* Percentages are based on the number of students who participated fully.
† Excluding gifted for OSSLT.

Number of Students	2006–2007	2007–2008	2008–2009	2009–2010	2010–2011
Academic mathematics	3 338	3 327	3 469	3 402	3 492
Applied mathematics	900	883	939	1 053	911
OSSLT: first-time eligible students who participated fully	4 062	4 256	4 129	4 378	4 365
OSSLT: first-time eligible fully participating students who were successful	3 607	3 816	3 747	3 865	3 826

PERCENTAGE OF ALL STUDENTS AT OR ABOVE THE PROVINCIAL STANDARD (LEVELS 3 AND 4) OVER TIME



PERCENTAGE FIRST-TIME ELIGIBLE STUDENTS PARTICIPATING FULLY AND PERCENTAGE SUCCESSFUL OVER TIME



Note: 2011 OSSLT results for previously eligible students: 70% participated fully and 63% of fully participating students were successful.

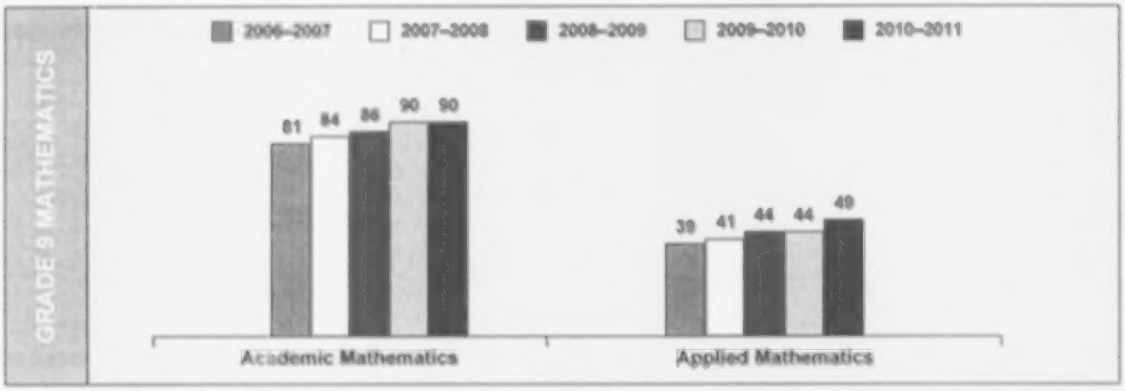
Board Name: York Region DSB (66095)

DEMOGRAPHIC INFORMATION	Grade 9		OSSLT
	Academic	Applied	FTE
English language learners	10%	13%	10%
English language learners receiving special provisions*	7%	9%	5%
Students with special education needs (excluding gifted)	6%	46%	16%
Students with special education needs receiving accommodations*†	6%	37%	15%
Speak only or mostly a language other than English at home	15%	12%	12%
Number of schools	31	32	32

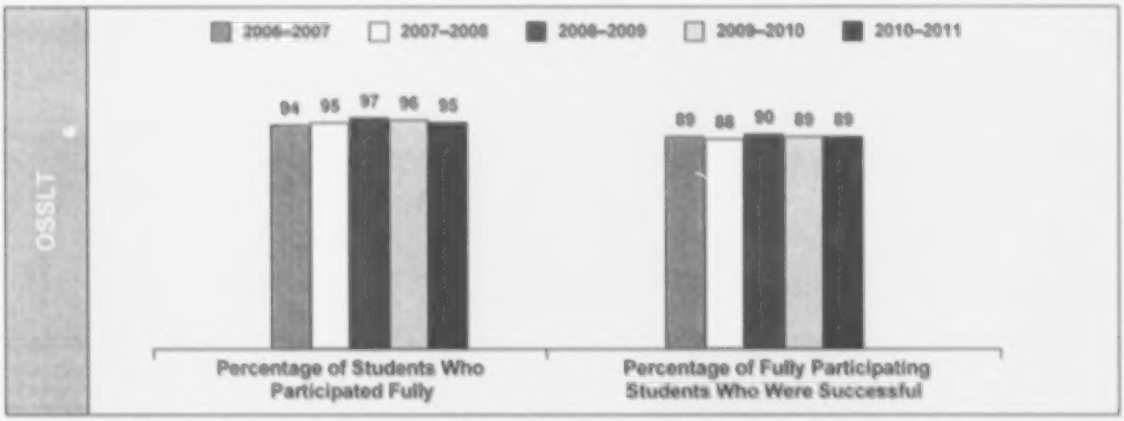
* Percentages are based on the number of students who participated fully.
† Excluding gifted for OSSLT.

Number of Students	2006–2007	2007–2008	2008–2009	2009–2010	2010–2011
Academic mathematics	6 556	6 786	7 200	7 260	7 258
Applied mathematics	1 764	1 821	1 805	2 011	1 791
OSSLT: first-time eligible students who participated fully	8 449	8 665	8 512	8 811	8 853
OSSLT: first-time eligible fully participating students who were successful	7 490	7 612	7 664	7 805	7 863

PERCENTAGE OF ALL STUDENTS AT OR ABOVE THE PROVINCIAL STANDARD (LEVELS 3 AND 4) OVER TIME



PERCENTAGE FIRST-TIME ELIGIBLE STUDENTS PARTICIPATING FULLY AND PERCENTAGE SUCCESSFUL OVER TIME



Note: 2011 OSSLT results for previously eligible students: 55% participated fully and 61% of fully participating students were successful.

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